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ABSTRACT

A third-party evaluation was conducted during the second year of operations of the project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators. Sponsored by Oregon's Interinstitutional Consortium for Career Education (ICCE, which is composed of all Oregon institutions of higher education which prepare teachers, counselors, and administrators), this project focused on three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are staff development for college and university faculties; program development for preparation of teachers, counselors, and administrators; and teacher certification and training program accreditation. Three types of evaluative data were collected: self-evaluation data, user evaluation data, and third-party evaluation data. The evaluation procedures employed sought the answers to the following questions: (1) How can a state infuse career education into its personnel preparation programs through a statewide system of higher education? (2) Is it realistic for career education concepts, methods, and procedures to become an integral part of teacher, counselor, and administrator education content? and (3) What measurable changes in attitudes toward career education were evidenced and what observable changes were there in staff and student behavior? Positive shifts in attitudes toward career education tenets were evidenced on the part of both participating students and staff. Several evidences of student and staff changes were observed that can be attributed at least in part to the influence of the project. Evaluation instruments and response tabulations are appended. (See CE 019 260 for a description of the project activities and products.) (BM)

ED166394

FINAL EVALUATION REPORT

Dr. Leo W. Myers
Educational Consultant

A Report of the Project
STATEWIDE INFUSION OF CAREER EDUCATION
INTO THE PREPARATION OF
TEACHERS, COUNSELORS AND ADMINISTRATORS

Interinstitutional Consortium for Career Education
3180 Center Street NE
Salem, Oregon 97301

August, 1977

CE 019 261

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

This document presents the third-party evaluator's report of the second year of operations of the Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators". This comprehensive project sponsored by the Interinstitutional Consortium for Career Education (ICCE) has been jointly funded by the Oregon Department of Education and the Career Education Office of the U.S. Office of Education. The Project focuses on three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties; program development for teachers, counselors and administrators preparation; and teacher certification and training program accreditation.

Three types of evaluative data were considered in the development of this report. They were self evaluation data, i.e., perceptions of those individuals actively involved in the conduct and administration of Project processes and product development; user evaluation data, i.e., perceptions of those individuals to whom the processes developed and products produced were applied; and third-party evaluation data, i.e., perceptions of the independent third-party evaluator. The primary purpose of the evaluation process was to assess attainment of the Project's 1976-77 objectives. Dr. Leo W. Myers, Educational Consultant, was contracted by the ICCE to help design the overall evaluation program, guide and monitor the self and user aspects of the evaluation and to develop and report the third-party evaluation. It is sincerely hoped that this document will provide to the readers a significant measure of the process and products developed, activities conducted and attainment of the stated objectives.

Dr. Myers' evaluation activities have been instrumental in the success of this Project. His overall knowledge of the educational structure in Oregon and particularly the institutions of higher education was of great value in Project planning. He provided useful data for management decisions based upon both Project collected data and his extensive background and experience in similar Oregon educational efforts. Appreciation is expressed to Dr. Myers and to all those individuals who cooperated in supplying the data which was requested.

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I. PURPOSE

The purpose of this report is to summarize the procedures employed in the evaluation of the "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" Project (CEPD) during Fiscal Year 1977 and to present the evaluation findings. The answers to three basic questions were sought in the evaluation:

A. How can a state infuse career education into its personnel preparation programs through a statewide system of higher education?

B. Is it realistic for career education concepts, methods and procedures to become an integral part of teacher, counselor and administrator education content?

C. Who learned what about career education on each of the campuses as an outcome of the Project?

1. What measureable changes were there in Views Toward Education?
2. What observable changes were there in staff and student behavior?

The primary purposes of the July, 1976 - June 30, 1977 evaluation were to assess the extent to which Project process and product objectives were attained and to describe the apparent impact of the Project on personnel preparation programs.

The remainder of this evaluation report contains the following sections:

- Evaluation Design Considerations
- Basis for the Report
- Evaluation within the Five Divisions of Work
- Summary of Findings

Since activities of this Project were carried on within each of five Divisions of Work to produce a product or products, this report includes procedures and findings for process and product evaluation in all five divisions. This report was prepared by the third-party evaluator, Dr. Leo W. Myers, Educational Consultant, 6615 Continential Circle S.E., Salem, Oregon 97302.

II. EVALUATION DESIGN CONSIDERATIONS

The Project evaluation design (see page 52 Project Proposal, February 16, 1976) employs the "evaluation by objectives" concept. The evaluation plan (pages 50-68, Project Proposal, February 16, 1976), developed by the third-party evaluator cooperatively with the Project staff and management team, is tied directly to the objectives stated in the approved Project proposal.

The Project is organized for evaluation purposes into five Divisions of Work:

- o Overall Project Management
- o Staff Development
- o Program Infusion
- o Community Resource Utilization
- o Certification and Program Accreditation

Each of the five Divisions of Work was examined by means of three evaluation activities -- self evaluation, user evaluation and third-party evaluation.

The third-party evaluator conducted the third-party evaluation activities specified in the evaluation plan. He also coordinated and monitored the self evaluation and user evaluation efforts. Although the third-party evaluation was formative in the sense that there was periodic input by the evaluator to project management throughout the fiscal year, the emphasis is upon analysis of processes and products for the purpose of preparing this summative report of findings.

The design for this evaluation focuses on the functions specified for each of the five Divisions of Work, the evaluative questions asked of each function and the evaluative procedures used to collect and analyze data to answer those questions.

III. BASIS FOR THE EVALUATION REPORT

This report is based upon the third-party evaluator's thirty-three on-site visits as follows:

Site	Date
Eastern Oregon State College	10/27/76 5/24/76
George Fox College	11/17/76 7/13/77*
Lewis and Clark College	9/28/76 12/ 9/76 6/14/77
Linfield College	11/17/76 6/15/77
Oregon College of Education	11/18/76 7/13/77*
Oregon Institute of Technology	10/13/76 7/13/77*
Oregon State University	11/17/76 5/20/77 5/26/77
Pacific University	10/21/76 7/13/77*
Portland State University	10/22/76 6/ 6/77
Reed College	11/23/76 6/14/77
Southern Oregon State College	9/17/76 7/13/77*
University of Oregon	11/24/76 6/24/77
University of Portland	11/23/76 1/ 5/77 6/13/77
Warner Pacific College	11/23/76 6/22/77
Willamette University	11/22/76 7/13/77*

*Telephone Interviews

Interviews with the above persons included discussions of questions specified in the evaluation plan plus three open ended items -- problems and potentials, and apparent changes in staff and student behavior as perceived by the respondents.

This report is also based upon agendas, notes and reports of meetings of the Policy Committee, Management Team and the Interinstitutional Consortium (ICCE), as well as the two statewide staff development workshops. The third-party evaluator attended each of the meetings.

Additionally, this report is based upon review and analysis of the following documents:

A. The approved FY 77 Project Proposal

B. The Semi-Annual Project Performance Report

C. Interim Progress Reports

D. College and university program descriptions and syllabi

E. Miscellaneous memoranda and correspondence related to the CEPD Project

The following instruments, developed specifically for evaluation of this Project, collected data for this report.

- The evaluation plan (pages 50-68, Project Proposal, February 16, 1976)
- "Views Toward Education", Appendix A to this report, administered Fall, 1976.
- "Views Toward Education", Appendix B to this report, administered Spring, 1977.
- Participants' Evaluation Form, Appendix C to this report, administered December 2-3, 1976 Statewide staff development workshop.
- Participants' Evaluation Form, Appendix D to this report, administered April 20-21, 1977, Statewide staff development workshop.

IV. EVALUATION WITHIN THE FIVE DIVISIONS OF WORK

In the sections that follow, an evaluation matrix is presented for each Division of Work which lists the functions, identifies success criteria and presents the third-party evaluator's findings relative to each of those criteria.

OVERALL PROJECT MANAGEMENT
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
1. Reassessment of career education personnel development needs	1.1. CEPD needs defined for Project and each category of clients; Process for needs identification is clear; Needs are prioritized	1.1.1. Needs reassessment began with analysis by Project Management of campus requests relative to the FY 77 proposal in February, 1976 and continued through monitoring program and analyzing progress reports. Priorities were based on urgency, readiness and feasibility
2. Selection of solution, specification of theoretical base and specification of measurable product and process objectives	2.1. Solution defined for Project needs and each category of clients' needs; Rationale and process for selection of solution; Authority for solution exists	2.1.1. The solution is defined in objectives specified in the FY 77 proposal that are measurable or observable. Rationale and process for selection of solution are documented in ICCE meeting minutes and Project Management memoranda. Authority rests with the ICCE and within each campus' policy
3. Development of management plan and budget, including detailed work plans for each Division of Work	3.1. Existence of a management plan; Activities are specified and scheduled; Rationale given for activities considered and rejected; Budget is available; Contractual provisions are documented	3.1.1. A management plan appears in the Project Proposal and it has been followed. No major activities were considered and rejected. Detailed budgets, contract provisions, and schedules of activities are on record in the Project Office
4. Refinement of documentation and reporting procedures	4.1. Planning documents are available; Planning conferences were held to determine participants' needs and resources; Conference records available; Records of activities exist; Reporting is prompt	4.1.1. Complete sets of planning and working documents are available. Project reports to external agencies were submitted promptly. Some delays in campus reports to Project Director occurred but progress toward achieving objectives was not affected by the delays

OVERALL PROJECT MANAGEMENT
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
5. Refinement and implementation of guidelines for internal (within Project) and external relations and communications	5.1. External relations are conducive to Project activities; Responsibility is fixed for initiating publicity, agendas, reports; Information exchange is open and encouraged	5.1.1. The Project has successful working relationships with external agencies and groups. Internal communications (notification of meetings, deadlines, etc.) was much improved over FY 76. Information exchange was generally Project Office ↔ campus rather than among campuses directly
6. Refinement of procedures for identification and selection of membership of expanded ICCE, Project staff, cadres, task forces and committees	6.1. Means of identification and criteria for selection are clearly stated; FTE is allocated to Project by staff and participants; Relationships of Project to staffs' and participants' work are clear	6.1.1. The success criteria were met
7. Refinement of procedures for collection of informational materials	7.1. Criteria for selection or development of informational materials are stated; use to be made of materials is specified	7.1.1. The Project Office continued to serve as a central clearing house and distribution point for pertinent materials. The coordination by the Project Director of the development and use of Career Information System (CIS) on each campus improved the procedures for collection of informational materials
8. Refinement & implementation of procedures for identification, diagnosis and orientation of personnel for training	8.1. Personnel identification procedures are clearly stated; Attitudes and understandings identified for modification are specified and levels of these before and after treatment are recorded	8.1.1. Procedures are not stated but the common practice is for each ICCE representative to identify persons from his/her campus for training. Attitudes and understandings identified for modification are specified in two instruments (Appendix A & B) "Views Toward Career Education" administered to staff and students on each campus

OVERALL PROJECT MANAGEMENT
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
9. Refinement and continuation of evaluation procedures	9.1. Evaluation plan was cooperatively developed and agreed toby Project Staff & Evaluator; Procedures have been implemented	9.1.1. Success criteria were met
10. Refinement and implementation of guidelines for actual implementation of project-sponsored infusion of training program with career education	10.1. Guidelines are available and agreed upon by college and university personnel; "Phasing-in" provisions and/or replication procedures are clearly stated	10.1.1. Each campus submitted in June-July, 1976 a long-range plan for career education. There is no "universal" provision statewide for "phasing-in" the infusion procedures, this varies among campuses and the variances are reflected in the 15 long-range plans.
11. Preparation of plans for continuation activities in appropriate Divisions of Work	11.1. The nature of the planning process is clear; All appropriate persons or groups are involved; Criteria are stated for continuing, deleting or adding activities	11.1.1. The success criteria are met. Criteria for continuing, deleting or initiating activities are apparent urgency, readiness and feasibility. Plans generated through the planning process were described in detail in the Project's continuation proposal submitted to USOE for FY 78

STAFF DEVELOPMENT
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
	2.6. Extent of the training's effectiveness is recorded; measurable or observable learner outcomes (knowledge, skills and attitudes) are stated in the training objectives	2.6.1. Please see Appendices E and F. Things learned, as mentioned most frequently by workshop participants who said they will use those learnings include: a. The need for career education b. Clearer "How to" conceptual base for teaching c. Plan of attack for infusion -- the sequences involved d. Setting measurable standards for career education
3. Continuation of Institutional Staff Development programs for education faculty on 14 campuses	3.1. On-campus programs have been implemented or completed; outcomes have been reported and findings used on-campus and disseminated among participating institutions	3.1.1. Success criteria are met. See the Semi-Annual and Annual Project Performance Reports
4. Monitoring of institutional staff development activities; learner outcomes (knowledge, skills & attitudes) will be specified	4.1. Responsibilities and procedures for monitoring are clearly stated; review procedures and criteria for institutional awards are clear	4.1.1. The Project Director assumed primary responsibility for monitoring institutional staff development activities through and with the assistance of the ICCE representative on each campus
5. Provision of assistance to college and university staffs in adapting 1976-77 Project Models and materials for infusion into training programs	5.1. Procedures and criteria used to identify technical assistance needs are clearly stated; Project staff/institution liaison is established	5.1.1. A part-time technical assistant was employed by the Project this year to work on-site with staff on specific infusion techniques and processes. Procedures were clearly understood by all ICCE representatives

PROGRAM INFUSION
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
1. Extension of task force work on development of career education information and procedures packages	1.1. Rationale for selection of institutions and content areas is clearly stated; replication of initial efforts is authentic with departures reported	1.1.1. The development process on campuses is far less complex than the task force model developed in FY 76. Selection of content areas is through self-selection by the various campus committees and individual staff members
2. Refinement and updating of knowledge base for University teacher education program development in 8 curriculum areas	2.1. Requirements and parameters for "refinement" are clearly stated; procedures and responsibilities are specified and adhered to	2.1.1. Refinement and updating of the task force (FY 76) developed materials does not occur systematically. Generally, these materials are used as "starters" or points of departure by staff on the campuses
3. Refinement of existing and identification of additional strategies for infusing knowledge, concepts and skills in career education into personnel preparation programs	3.1. Requirements of infusion strategy alternatives are identified; institutional personnel with knowledge and experience in curriculum development, organization and administration are consulted; sources of alternative strategies are identified	3.1.1. Success criteria are met, largely through tw statewide workshops and the efforts of the Project Director and technical assistant for infusion
4. Infusion/revision of courses in 15 institutions	4.1. Procedures and criteria for selecting and analyzing courses on campuses are clear; Appropriate administrative and organizational clearances are obtained; purpose of infusion is generally understood by all concerned	4.1.1. Procedures are clear although they vary widely among the 15 campuses; criteria are less clear, tending to be a matter of wh n each campus i interested, has had the CEPD traini has time and has the status authori to proceed. The purpose for infusi is still vague for many campus staf They tend to think of the purpose a related to one or more of the eleme of career education (e.g., learning about jobs, how to seek and hold jo what subject matter lead to jobs) t they think of purpose related to th generic term "career education"

PROGRAM INFUSION
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
5. Revision of Model Career Education in Personnel Development Program	5.1. Users, i.e., replicators, are involved in revision procedures; format of Model facilitates replication or adaptation; resources required in Model are clearly identified	5.1.1. Users of CEPD materials and procedures seldom think of a model for infusion. Rather they think of them as a resource as they do their own syllabus revision or creation in their own way as seems best in their own campus context
6. Increase intercampus exchanges of Project Model and materials	6.1. Purposes and procedures for intercampus exchange are clearly stated; criteria for selection of models and materials for exchange are developed and stated	6.1.1. Some intercampus exchange occurs; generally, though campus interaction relative to the Project takes place with or through the Project Director rather than among campuses directly
7. Further development of the body of teaching/learning knowledge needed to convey career education concepts to teachers, counselors and administrators	7.1. Content need areas mentioned in concept/attitude instruments administered in 1975-76 are considered; criteria for selection of concepts to include are clearly stated	7.1.1. The instruments on Views Toward Career Education, administered to 781 students and 208 staff in FY 77 were revised twice based on ICCE representatives comments and experience with the FY 76 instrument
8. Further identification of career education implementation/infusion needs in teacher, counselor and administrator preparation	8.1. Procedures for identifying and prioritizing needs are clearly stated	8.1.1. Campus reports, summarized in the semi-annual and annual Project Performance Reports identifying needs. Priorities are designed through ICCE deliberations at its meetings.
9. Provision of opportunities for representatives from academic disciplines to develop an understanding of career education and its application to the academic disciplines	9.1. "Opportunities" are identified and are mutually suitable to Project staff and academic discipline representatives; rationale for these representatives to be involved is clearly stated	9.1.1. The success criteria are met but despite "opportunities" the infusion process is for the most part limited to courses in the schools and college of education. Several notable exceptions are cited in the Project Performance Report

PROGRAM INFUSION
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
10. Provision for training for personnel in using the "Career Information System" (CIS)	10.1. Criteria and procedures for selection of personnel for training are stated; training objectives and learner performance expectations are stated; training is effective	10.1.1. The success criteria were met. CIS has emerged as a very effecitve motivator for both staff and students
11. Refinement of plans for program implementation for 1977-78	11.1. Planning processes and responsibilities are clearly stated; criteria for continuing, deleting or adding activities are spelled out	11.1.1. Each institution's long-range plan describes planning processes and responsibilities (usually delegated to the ICCE representative); criteria for continuing or adding activities are not spelled out but are implied in the reports from campuses that were summarized in the FY 78 continuation proposal
12. Identification, and attention through models and materials development, to the unique needs of teachers in small, rural schools	12.1. Procedures for determination of unique needs are stated and implemented; objectives are specified; activities to achieve objectives are planned and implemented	12.1.1. Success criteria were met with the exception that actual implementation in small, rural schools special effort was limited, apparently because too few resources could be allocated to the effort and very busy people were assigned leadership roles "in addition to their other duties"

COMMUNITY RESOURCES UTILIZATION
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
1. Review and analysis of the Institute for Public Affairs Research (IPAR) Model for adaptation to Higher Education (HE)	1.1. Rationale for use of the IPAR Model and criteria for analyses are stated	1.1.1. Success criteria are met. Statements are of record in proceedings of the March 11, 1976 Career Education Conference at Portland State University and in Project Records
2. Establishment of staffing/ supervision patterns for development of a higher education version of the IPAR Model	2.1. Staff and support personnel position descriptions and committee assignments are available	2.1.1. Leadership was assigned to the ICCE representative from Portland State University; the committee included represenatives from large, small, public and private colleges and universities
3. Establishment of linkages among the CEPD Project, the 15 participating institutions and community resources leadership	3.1. Rationale for points of contact and interactions is stated; Involvement procedures are specified	3.1.1. Success criteria were met though actual implementation was limited
4. Development of a draft IPAR/HE Model for community resources utilization	4.1. Format and content of the draft model facilitates utilization and replication	4.1.1. The draft IPAR/HE Model exists. Limited implementation, however, prevents the evaluator knowing whether it facilitates utilization and replication
5. Pilot testing of the Model in selected CEPD Project institutions	5.1. Criteria for selection of pilot test sites are stated; pilot test objectives and procedures are specified	5.1.1. The success criteria were met

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CERTIFICATION AND PROGRAM ACCREDITATION
EVALUATION MATRIX

OBJECTIVES	SUCCESS CRITERIA	EVALUATOR'S FINDINGS
1. Review and approval of certification endorsement for career education personnel	1.1. Procedures for securing acceptance of development of endorsements are spelled out; Procedures for implementation and evaluation of endorsement requirements are specified; local school district leadership is involved in development and implementation	1.1.1. The success criteria were met
2. Preparation of teacher education personnel to utilize definitions, competency statements and guidelines	2.1. Procedures for identifying and orienting teacher education leadership for this work are specified; inservice education programs are developed and implemented	2.1.1. Some attention was given to teacher training in utilizing definitions, competency statements and guidelines in the December, 1976 and April, 1977 workshops. Generally, however, the teacher education leadership in the state have not received and probably will not receive this orientation. The Project did involve several teacher educators in FY 76 in the development of definitions, competency statements and guidelines and the influence these peoples have with their peers is still apparent

V. SUMMARY OF FINDINGS

Introduction

The evaluation procedures employed during the second year of the Project operation (FY 77) sought the answers to three basic questions:

A. How can a state infuse career education into its personnel preparation programs through a statewide system of higher education?

B. Is is realistic for career education concepts, methods and procedures to become an integral part of teacher, counselor and administrator education content?

C. Who learned what about career education on each of the campuses as an outcome of the Project and

1. What measurable changes were there in "Views Toward Career Education"?

2. What observable changes were there in staff and student behavior?

Each of the three questions and sub-questions above are answerable based on collection and analysis of data as described in Sections I - IV of this report. Following is a summary of the findings relative to each question and sub-question. Emphasis is placed upon detailed answers to Question C, sub-question 1 and 2 because therein lies the "proof of the pudding" as far as the Project's impact is concerned.

A. HOW CAN A STATE INFUSE CAREER EDUCATION INTO ITS PERSONNEL PREPARATION PROGRAMS THROUGH A STATEWIDE SYSTEM OF HIGHER EDUCATION?

Based on the experience of the Interinstitutional Consortium for Career Education (ICCE) during the past two years, a state can infuse career education into its personnel preparation programs. The strategy used was to develop a generalizable infusion model and some detailed illustrations of infusion in each curriculum area. The model and illustrations were then described and demonstrated to key personnel from each of the 15 teacher preparation institutions in the state, and the materials were disseminated to each of the campuses.

Reinforcement training in infusion was provided at each of the two statewide workshops. Upon request, the Project Director and a part-time curriculum specialist provided follow-up technical assistance on infusion on-site, to key personnel at the colleges and universities. Training was specific, dealing with syllabi that include desired student outcomes, teaching/learning activities, teacher competencies, and career education information.

Each teacher preparation program in Oregon's statewide system has no less than three courses in which career education is infused. The career education content that has been identified has provided a rationale and a vehicle for rewriting syllabi for teacher education programs.

B. IS IT REALISTIC FOR CAREER EDUCATION CONCEPTS, METHODS AND PROCEDURES TO BECOME AN INTEGRAL PART OF TEACHER, COUNSELOR AND ADMINISTRATORS EDUCATION CONTENT?

Yes, but the ICCE's experience is that the way in which this happens depends upon the context within which it is presented. For example, most of the campuses, particularly schools and colleges of education were successful in bringing concepts, methods and procedures into their curricula under the rubic of "Career Education".

Other campuses, however, could integrate concepts and procedures like teaching students to teach their students how to get occupational information, how to apply for jobs, and employ effective interpersonal techniques needed on jobs, but they had to be integrated in discrete, separate concepts because of the strong resistance on campus, particularly among the academic disciplines, to the notion of an entity called "career education." This was notably true at Oregon Institute of Technology (OIT) which trains students primarily for entry into business and industry, and Reed College which is primarily a strong liberal arts college.

There were various gradations of this phenomenon. Though most apparent at OIT and Reed, acceptance of most of the basic tenets of career education but not the generic term was also evident at Oregon State University, University of Oregon and Eastern Oregon State College.

C. WHO LEARNED WHAT ABOUT CAREER EDUCATION ON EACH OF THE CAMPUSES AS AN OUTCOME OF THE PROJECT AND

1. What measurable changes were there in Views Toward Career Education?

The results of four administrations (Fall and Spring, FY 76 and FY 77) of an instrument designed to secure the views of teacher education students and college and university staff members appear in Appendix G.

a. Students

Based on data gleaned from responses on the instrument, the major shifts from "disagree" or "undecided" to "agree" for students in infused courses occurred in connection with the following statements:

1. "In general, instruction in each subject should be systematically related to these life roles: citizen, producer and consumer."

2. "The school should give about equal emphasis to economics, family, civic and avocational career development."

3. "The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part-time basis."

4. "The school should assume responsibility to develop some degree of employability of students generally in Grades 9 through 12."

5. "Education designed to help prepare students for productive working lives should deal with the professions as well as with various business and industrial occupations."

6. "The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others.)"

7. "All students should have some form of on-the-job work experience which is arranged and coordinated by the school staff cooperating with business, industry, the professions and the home."

8. "Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14."

9. "The ability to find and use information to make career decisions is an ability that should be included in school instruction."

10. "Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the school's responsibility."

11. "Instructional-learning activities and content in all subject areas and disciplines should be related to perspective careers and life roles, systematically and continually."

12. "Teachers at the post-secondary level in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto."

13. "Most secondary school teachers should possesses enough skill and competency in their major field of teaching so they could (if called upon) be employed in a related position in a business, industry or profession."

14. "Segments of the community such as business, industry and the professions should influence (but not dictate) the school's curriculum."

The data indicates that no significant shifts toward "agree" occurred relative to the above statements as far as the teacher education students in "non-infused" courses were concerned. This would indicate that the Project and the infusion of career education concepts into teacher preparation courses did, indeed, influence students' views toward some of the career education tenets in a positive way.

An examination of responses on a special multiple choice instrument administered to students in both infused and non-infused courses in the Spring of 1977 revealed that the great majority of students responding:

1. In the order of frequency of mention, learn most about the world of work through (a) work experiences not related to classes, (b) work experiences related to classess, (c) class discussions.

2. In the order of frequency of mention, learn mainly three things about the world of work: (a) attitudes toward work, (b) job skills, (c) work habits.

3. In the order of frequency of mention, say that the term "career education" has been referred to in (a) methods courses in education, (b) introductory courses in education.

4. In the order of frequency of mention, say that when "career education" is referred to in classes it is usually referred to as (a) synonymous with education for life roles, (b) synonymous with vocational education, (c) a concept.

5. Say that they are being taught how to teach about the world of work in methods courses in education (almost the same number, however, say that they are being taught how to teach how the world of work in none of their classes).

6. Say that more attention was given in their classes to the study of career this year (1976-77) than last year.

7. In the order of frequency of mention, say that the study of career opportunities and requirements, (a) helps their own career development, (b) helps them assist their students with their career development, (c) helps make what they teach relevant to the "real" world.

It is significant that only <u>two</u> percent of the students responding who were in infused courses said that the study of career opportunities and requirements was of no particular benefit to them while <u>nine</u> percent of the students responding who were in non-infused courses viewed such study as being of no particular benefit to them.

a. Staff

Based on data gleaned from responses on the instrument, the major shifts from "disagree" to "undecided" to "agree" for college and university staff members occurred in connection with the following statements:

1. "The school should give about equal emphasis to economics, family, civic and avocational career development."

2. "Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the post-secondary level."

3. "The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part-time basis."

4. "The school should assume the responsibility to develop some degree of employability of students generally in Grades 9 through 12."

5. "The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others)."

6. "The ability to find and use information to make career decisions is an ability that should be included in school instruction."

7. "The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education."

8. "Instructional-learning activities and content in all subject areas and discipines should be related to prospective careers and life roles, systematically and continually."

9. "Teachers in all subjects and disciplines at the post-secondary level should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto."

10. "Segments of the community such as business, industry, and the professions should influence (but not dictate) the school's curriculum."

A greater proportion of staff teaching infused courses agreed with more of the tenets proposed in the instrument than was the case with staff who were not teaching infused courses.

An examination of responses on a special multiple-choice instrument administered to staff (including those teaching and those not teaching infused courses) in the Spring of 1977 revealed that the great majority of the staff members responding:

1. In the order of frequency of mention, said that career education outcomes they expect for their students: (a) include interpersonal relations, (b) include attitudes toward work, (c) include job and professional skills, (d) include information about employment opportunities. (One-third of the staff responding that were not teaching infused courses said that career education outcomes are not specified in their courses; no teachers of infused courses said that career education outcomes are not specified.)

2. In the order of frequency of mention said (a) they had revised their courses within the past two years to infuse career education content, (b) that they had always included career education content, (c) that they begun planning revised or new courses to include career education content.

3. Said that within the past two years, the ways they plan and conduct learning experiences for their students have changed to include more student participation; to involve more people from business, industry and the community at large, to involve more of their colleagues in other disciplines and to include the use of more instructional and resource materials.

4. Said that within the past two years the career informational services on their campuses have increased.

5. In the order of frequency of mention, said that the materials produced and workshops offered by ICCE as a part of the CEPD Project (a) are useful to them just as the materials are now presented, (b) may be useful to them in the future.

6. In the order of frequency of mention, said that sex role stereotyping (a) is a concern that they started trying to alleviate before the Project started, (b) is a concern and they have specific plans for trying to alleviate it, (c) is of no particular concern to them.

2. <u>What observable changes are there in staff and student behavior?</u>

The third-party evaluators site-visits during FY 77 to the campus of each teacher preparation institution participating in the Project were aimed primarily at getting answers to this question.

The following evidences of observable changes in behavior that can be attributed at least in part to the influence of the Project were cited by ICCE representatives, their colleagues and teacher education students.

a. College and University Staff Behavior Changes

1. Staff members have a heightened awareness of career education as evidenced in their new and revised syllabi and as observed in their formal and informal discussions of career education issues. The effect has been twofold: (a) for the majority of the staff the heightened awareness has prompted their changing their courses to include career education content, (b) for some, the opposite has occurred -- their hostility toward career education has sharpened by reason of increased attention to the concept.

2. Faculty members have learned to access the Career Information System (CIS), ERIC, the Oregon Department of Education and other sources for career education occupational information. Some staff, however, are attracted by CIS as a gimmick and see it as an end in itself rather than as a tool for generating interest in and more awareness of occupational information.

3. Some faculty members who remain dissenters about the rubric of career education are nevertheless applying some of the components of career education in their classes, e.g., job descriptions, job openings, skills and clusters of related skills required.

4. Staff members have increased knowledge and understanding of the Oregon design for career education -- based on awareness, exploration, preparation and specialization -- and the new high school graduation requirements.

5. Interaction among staff and the community, i.e., business, industry, government, service agencies and citizens-at-large has increased, most notably through planned, exploratory visitations and involvement of community representatives on-campus in course planning and presentations to students. Staff are becoming more aware of employers' "behaviors and expectations".

6. Interaction among staff across disciplines, within institutions, has increased markedly usually by reason of retreats, seminars, dinner meetings, campus-wide materials that focus on career education.

7. Interaction among staff and the career education personnel in the school districts where colleges and universities conduct supervised teaching for their students has increased.

8. Staff functioning as formal or informal student advisors are giving increased attention to students' career planning and placement.

9. The Project has motivated some individual staff members to develop professionally, e.g., write books or articles, revise or develop new syllabi, organize their thoughts, reassess and/or change their methodologies. A problem, noted particularly in the larger colleges and universities is that perhaps not enough persons on each campus were turned on by the Project to sustain the continuing utilization of the career education conept and content in the preparation of teachers.

10. Sophisticated systems are being developed as an outgrowth of the ICCE effort, e.g., the tape-slide mediated modules at Oregon State University and the computer-based student competencies monitoring system at Linfield.

11. Relationships between academic disciplines and career opportunities are being identified and taught, e.g., the art methods course at the University of Portland lists and motivates discussion on professions where training in art would help -- dentist, beautician, dress designer, architect, etc.

12. Counselors are increasing the proportionate share of their time that they devote to vocational guidance.

13. The use of diagnostic and prognostic instruments is being coordinated to demonstrate the benefits of using them for career development of students, e.g., Oregon College of Education the Personality Inventory (IPAT), the Strong-Campbell instrument and CIS are demonstrated and discussed as an integrated tool for teaching.

14. Follow-up surveys, e.g., Willamette University's annual follow-up of prior years' teacher education graduates, now contain references by respondents to career education. This was not true prior to the CEPD Proejct period.

15. Interaction among colleges and universities preparing teachers in Oregon has increased the past two years because of the task orientation provided through the ICCE and the CEPD Project and the involvement of higher education people statewide in helping with the professional development tasks.

b. Teacher Education Student Behavior Changes

1. Secondary students are taking career education content learned in education courses back to disciplines like art, speech, drama and English.

2. Students are using career education content in their themes and term papers in connection with education courses and courses in other disciplines. At Southern Oregon State College, for example, 170 students out of a total enrollment of 314 generated papers utilizing career education content.

3. Students have learned to access CIS, Institute for Public Affairs Research, EIRC, Education Index and other sources for occupational information; students are encouraging their peers to use CIS, GATB, etc.

4. Some graduate students are writing research reports, for example, a student at Oregon State University completed his dissertation in the Spring of 1977 and established a significantly mean conceptual gain in terms of student awareness of career education concepts.

5. Students exhibit heightened interest in and awareness of career education issues and questions.

6. Reports from school district personnel who interview job applicants indicate that student applicants are more aware of career education and their professional responsibilities in that area than they have been in the past.

7. Students' interactions with persons in business, industry, government and service agencies increased by reason of planned exploration visits, and by students exercising their own initiative to follow-up interests in and needs for occupation information.

8. For the first time, some students working in 1976-77 in career education programs in school districts where they did their supervised teaching.

9. Alternative careers for persons trained as teachers is increasingly a student interest as teaching positions become more difficult to find.

10. Teacher education students who do tutoring are taking their students to the career education resource centers on campuses and teaching them how to access CIS and other information sources.

11. Students in secondary education use CIS and generate lessons based on their experiences with it.

12. Students completing teacher preparation programs this year (FY 77) are better equipped than teachers completing in prior years for writing career education objectives and competencies. statements to help their students meet Oregon's new high school graduation requirements.

APPENDIX

APPENDIX A

IDENTIFICATION DATA

Date of Completion _____

POSITION _____

COLLEGE OR UNIVERSITY _____

POSITION RELATIVE TO CAREER EDUCATION PERSONNEL DEVELOPMENT PROJECT (Check One)

___ Consortium Representative
___ Cadre
___ Task Force
___ Committee
___ Faculty or Administrator Participant
___ Teacher Education Student
___ Other (please specify) _____

FOR COLLEGE AND UNIVERSITY FACULTY:
Please list all courses you are currently teaching

_____ _____

_____ _____

_____ _____

FOR TEACHER EDUCATION STUDENTS:
Please list the course(s) in which you are enrolled through which you were identified to complete this instrument

_____ _____

_____ _____

INSTRUCTIONS

PART I -- In this part of the instrument there are 15 statements listed under eight key topical areas related to students' learning experiences in the public schools. For each statement give two responses, Column 1, -- whether you believe the statement represents a desirable situation and Column 2 -- your comment about the actual application of the statement in the schools from your perspective.

PART II - In this part of the instrument there are nine statements listed under four key topical areas related to teacher and counselor education and activities. For each statement give two responses -- (1) whether you believe the statement represents a desirable situation and (2) your comment about the actual application of the statement in colleges and universities from your perspective..

CONSORTIUM REPRESENTATIVE: Please circle I (infused) or N (not infused) below as per instruction in Cover Memo of September 16, 1976.

I N

PART I -- STUDENTS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Life Roles		
1. In general, instruction in each subject should be systematically related to these life roles: Citizen	___	_____
Family Member	___	_____
Leisure	___	_____
Producer of Goods and Services	___	_____
Consumer	___	_____
2. The school should give about equal emphasis to economics, family, civic and avocational career development	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
B. Self-Awareness		
1. The school should exercise responsibility to develop student awareness of: Self	___	_____
		_____
Others	___	_____
		_____
Environment	___	_____
		_____
2. The school should provide all students an opportunity to become aware of their own interests, abilities and desires in relationship to their future.	___	_____
		_____
C. Exploration		
1. A significant portion of the education which the school arranges for each student should be conducted in business, industrial and professional shops, offices or other facilities outside school.	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:		
Grades K-5	___	_____
		_____
Grades 6-7-8	___	_____
		_____
Grades 9-10-11-12	___	_____
		_____
Post Secondary	___	_____
		_____
3. The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part time basis	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
D. Preparation		
1. The school should assume responsibility to develop some degree of employability of students generally at the following grade levels:		
Grades K-5	___	_____
		_____
Grades 6-7-8	___	_____
		_____
Grades 9-10-11-12	___	_____
		_____
2. Education designed to help prepare students for productive working lives should deal with the professions (medicine, dentistry, law, engineering, etc.) as well as with various business and industrial occupations	___	_____
		_____
E. Work Habits		
1. The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others)	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
F. Work Experience		
1. All students should have some form of on-the-job work experience which is arranged and coordinated by school staff cooperating with business, industry, the professions and the home	___	_____
G. Career Decision-Making		
1. Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14	___	_____
2. The ability to find and use information to make career decisions is an ability that should be included in school instruction	___	_____
H. Placement		
1. The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education	___	_____
2. Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the schools' responsibility	___	_____

PART II — TEACHERS AND COUNSELORS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Infusion of Career Content		
1. Instructional-learning activities and content in all subject areas and disciplines should be related to prospective careers and life roles, systematically and continually	___	_____
2. Content courses designed to prepare students for working in a career should be based on skills and knowledges now needed (and anticipated to be needed) in the business, industry or profession	___	_____
B. Teacher Competencies		
1. Teachers in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto. This should apply to teachers in		
Grades K-6	___	_____
Grades 7-8-9	___	_____
Grades 10-11-12	___	_____
Post secondary	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Most secondary school teachers should possess enough skill and competency in their major field of teaching so that they could (if called upon) be employed in a related position in a business, industry or profession	___	
C. Counseling		
1. Counselors should be aware of career clusters and the respective characteristics, requirements and person-power needs thereof	___	
2. Counselors should in general work with teachers to help them facilitate career guidance, rather than primarily working directly with students for this purpose	___	
D. Use of Community Resources		
1. Segments of the community such as business, industry and the professions should influence (but not dictate) the schools' curriculum	___	
2. Advisory committees with well defined responsibilities and operating policies should be an essential part of the school's communication system	___	

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
3. The entire community should be viewed as a potential learning laboratory for students	...	_____

PLEASE WRITE YOUR OWN PERSONAL DEFINITION OF "CAREER EDUCATION"

_____

_____

_____

_____

Thank you for completing this instrument!!

APPENDIX B
VIEWS TOWARD CAREER EDUCATION

A QUESTIONNAIRE

SPRING 1977

Prepared by The Interinstitutional Consortium for Career Education

COLLEGE OR UNIVERSITY _____

POSITION RELATIVE TO THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION (check one)

_____ Consortium Representative
_____ Staff Development Cadre Member
_____ Program Area Task Force Member
_____ TSPC Study Committee Member
_____ Faculty or Administrator Participant
_____ Teacher Education Student
_____ Other (please specify) _____

FOR COLLEGE AND UNIVERSITY FACULTY:
Please list all courses you are currently teaching

_____ _____

_____ _____

FOR TEACHER EDUCATION STUDENTS:
Please identify the course(s) in which you are enrolled through which you were identified to complete this instrument.

_____ _____

_____ _____

INSTRUCTIONS

PART I. General Concepts (Page 1)
There are 24 statements listed under twelve key topical areas. For each statement indicate whether you agree, disagree or are undecided. All respondents are to complete this part of the instrument.

PART II. Teacher Education Students (Page 6).
This part of the instrument is to be completed by Teacher Education Students only.

PART III. College and University Faculty (Page 8).
This part of the instrument is to be completed by college or university faculty members only.

CONSORTIUM REPRESENTATIVE: Please circle I (infused) or N (not infused) below as per instruction in cover memo of March 28, 1977.

I N

Return completed questionnaire to Dr. Leo W. Myers, Interinstitutional Consortium for Career Education, 3180 Center Street N.E., Salem, Oregon 97301 by June 15, 1977.

PART I. GENERAL CONCEPTS

Statement	Indicate: A = Agree U = Undecided D = Disagree
A. Life Roles	
1. In general, instruction in each subject should be systematically related to these life roles:	
Citizen	____
Family Member	____
Leisure	____
Producer of Goods and Services	____
Consumer	____
2. The school should give about equal emphasis to economics, family, civic and avocational career development	____
B. Self-Awareness	
1. The school should exercise responsibility to develop student awareness of:	
Self	____
Others	____
Environment	____
2. The school should provide all students an opportunity to become aware of their own interests, abilities and desires in relationship to their future.	____

Statement	Indicate: A = Agree U = Undecided D = Disagree
C. Exploration	
1. A significant portion of the education which the school arranges for each student should be conducted in business, industrial and professional shops, offices or other facilities outside school.	_____
2. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:	
Grades K-5	_____
Grades 6-7-8	_____
Grades 9-10-11-12	_____
Post Secondary	_____
3. The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part-time basis.	_____
D. Preparation	
1. The school should assume responibility to develop some degree of employability of students generally at the following grades levels:	
Grades K-5	_____
Grades 6-7-8	_____
Grades 9-10-11-12	_____

Statement	Indicate: A = Agree U = Undecided D = Disagree
2. Education designed to help prepare students for productive working lives should deal with the professions (medicine, dentistry, law, engineering, etc.) as well as with various business and industrial occupations.	____
E. Work Habits	
1. The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others).	____
F. Work Experience	
1. All students should have some form of on-the-job work experience which is arranged and coordinated by school staff cooperating with business, industry, the professions and the home.	____
G. Career Decision-Making	
1. Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14.	____
2. The ability to find and use information to make career decisions is an ability that should be included in school instruction.	____
H. Placement	
1. The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education.	____
2. Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the schools' responsibility.	____

Indicate:
A = Agree
U = Undecided
D = Disagree

Statement

I. Infusion of Career Content

1. Instructional-learning activities and content in all subject areas and disciplines should be related to prospective careers and life roles, systematically and continually. _____

2. Content courses designed to prepare students for working in a career should be based on skills and knowledges now needed (and anticipated to be needed) in the business, industry or profession. _____

J. Teacher Competencies

1. Teachers in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto. This should apply to teachers in:

Grades K-6 _____

Grades 7-8-9 _____

Grades 10-11-12 _____

Post Secondary _____

2. Most secondary school teachers should possess enough skill and competency in their major field of teaching so that they could (if called upon) be employed in a related position in a business, industry or profession. _____

K. Counseling

1. Counselors should be aware of career clusters and the respective characteristics, requirements and person-power needs thereof. _____

Statement	Indicate: A = Agree U = Undecided D = Disagree
L. Use of Community Resources	
1. Segments of the community such as business, industry and the professions should influence (but not dictate) the schools' curriculum.	_____
2. Advisory committees with well defined responsibilities and operating policies should be an essential part of the schools' communication system.	_____
3. The entire community should be viewed as a potential learning laboratory for students.	_____

Thank you for completing this part of the instrument!

Teacher education students please go on to complete Part II (page 6) and College and University faculty members please go on to complete Part III (page 8).

PART II. TEACHER EDUCATION STUDENTS

Please check (x) all the appropriate blanks in each of the following items, based on your learning experiences during academic years 1975-76 and 1976-77:

A. I have learned most about the world of work through

_____ 1. class discussions
_____ 2. material presented by professors
_____ 3. reference materials
_____ 4. Career Information Service (CIS)
_____ 5. work experiences related to classes
_____ 6. work experiences not related to classes
_____ 7. class presentations by employers and others
_____ 8. visits to businesses and industries
_____ 9. counselors
_____ 10. other, specifically _____

B. Things I have learned about the world of work include mainly

_____ 1. attitudes toward work
_____ 2. work habits
_____ 3. job skills
_____ 4. information about occupations
_____ 5. information about employment opportunities
_____ 6. other, specifically _____

C. The term "career education" has been referred to in

_____ 1. none of my classes
_____ 2. all of my classes
_____ 3. all of my education classes
_____ 4. introductory courses in education
_____ 5. methods courses in education
_____ 6. some classes other than in education
_____ 7. other, specifically _____

D. When "career education" is referred to in classes it is usually referred to as

_____ 1. a concept
_____ 2. a body of knowledge
_____ 3. synonymous with vocational education
_____ 4. synonymous with education for life roles
_____ 5. other, specifically _____

PART III. COLLEGE AND UNIVERSITY FACULTY

Please check (x) all the appropriate blanks in each of the following items, based on your experience during academic years 1975-76 and 1976-77:

A. How have you learned and generally what have you learned about the world of work? For example, through the material presented in classes that you can name or through personal work experience that you can describe, or both.

B. Are you learning how to teach about the world of work? If so, how and in what classes (by name, not number) is that being taught?

C. Career education outcomes I expect for my students

_____ 1. are not specified
_____ 2. include attitudes toward work
_____ 3. include work habits
_____ 4. include interpersonal relations
_____ 5. include job and professional skills
_____ 6. include information about occupations
_____ 7. include information about employment opportunities
_____ 8. include other outcomes, specifically _____

_____

D. Relative to attention to career education in my courses I have

_____ 1. not included career education content
_____ 2. always included career education content
_____ 3. revised my courses within the past two years to infuse career education content
_____ 4. developed new courses within the past two year with career education content
_____ 5. begun planning revised or new courses to include career education content
_____ 6. no intention of including career education content

E. Within the past two years, the ways I plan and conduct learning experiences for my students

_____ 1. have not changed
_____ 2. have changed to include ___ MORE ___ LESS student participation
_____ 3. have changed to involve ___ MORE ___ FEWER people from business, industry and the community at large
_____ 4. have changed to involve ___ MORE ___ FEWER of my colleagues in other disciplines
_____ 5. have changed to include the use of ___ MORE ___ FEWER instructional and resource materials

F. Within the past two years the career information services (resource materials, guidance and counseling, etc.) on my campus

_____ 1. have diminished
_____ 2. have increased
_____ 3. have remained about the same as before

G. The materials produced and workshops offered by Interinstitutional Consortium for Career Education

_____ 1. are of no particular use ot me
_____ 2. are useful to me as they are
_____ 3. are useful for me to adapt to my work
_____ 4. may be useful to me in the future
_____ 5. have not been made available to me

H. Sex role stereotyping is

_____ 1. of no particular concern to me
_____ 2. a concern but I have no particular plans for trying to alleviate it
_____ 3. a concern and I have specific plans for trying to alleviate it
_____ 4. a concern which I started trying to alleviate before the project started

GENERAL COMMENTS:

APPENDIX C
STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I __ II__ III__ IV__

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT

A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses						
2. Participants will be better able to contribute to institutional planning for career education personnel development						
3. Participants will be more aware of sex role stereotyping problems in career education						
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education						

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1 2 3 4 5 6 7 8 9
   Restated what I knew ... New ways of viewing things

2. 1 2 3 4 5 6 7 8 9
   Missed Important concerns ... Spoke to important concerns

3. 1 2 3 4 5 6 7 8 9
   Hard to understand; full of "jargon" ... Clear, understandable

4. 1 2 3 4 5 6 7 8 9
   Ideas, skills, methods I can't use "back home" ... Ideas, skills, methods can be used "back home"

5. 1 2 3 4 5 6 7 8 9
   No "how to" help for my responsibilities ... Real "how to" help for my responsibilities

6. 1 2 3 4 5 6 7 8 9
   Failed to retain my interest ... Retained my interest

7. 1 2 3 4 5 6 7 8 9
   Inadequate time to practice skills ... Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1 2 3 4 5 6 7 8 9
   Not helpful ... Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1 2 3 4 5 6 7 8 9
   Not helpful ... Very helpful

10. Rate the climate of the workshop.

    1 2 3 4 5 6 7 8 9
    Impersonal; distant, cold ... Personal; close; warm

III. FOLLOW THROUGH

1. What will you do when you return to your campus

   A. About infusing career education materials and concepts into professional courses?

   B. About decreasing sex role stereotyping in career education personnel preparation?

   C. About conducting institutional planning for career education personnel development?

2. What assistance will you need in order to help you accomplish the above?

IV. GENERAL COMMENTS

Please offer any suggestions you may have for improving these statewide workshops.

THANK YOU FOR YOUR TIME AND ASSISTANCE

APPENDIX D
ICCE SPRING WORKSHOP
The Inn at Otter Crest, Otter Rock, Oregon
April 20, 1977

PARTICIPANTS' EVALUATION FORM

1. On a scale of 1 to 9 with 1 as the low and 9 as the high, rate each of the following workshop objectives as to the level to which the objectives were achieved:

   _____ More aware of the conceptual foundations of career education,

   _____ More aware of career education implementation in higher education programs nationwide,

   _____ More aware of career education implementation in higher education programs in Oregon, and

   _____ Better able to infuse career education concepts into professional education courses and academic disciplines.

2. For each of the following agenda items, please complete three lines:
   A. One thing I learned and will use
   B. The major strength
   C. The major weakness

THE CONCEPTUAL FOUNDATIONS OF CAREER EDUCATION, Dr. Edwin Herr

A. _____

B. _____

C. _____

REACTIONS AND QUESTIONS TO HERR'S SPEECH

A. _____

B. _____

C. _____

CAREER EDUCATION AND THE ACADEMIC DISCIPLINES, Dr. Jerry Berberet

A. _____

B. _____

C. _____

REACTIONS AND QUESTIONS TO BERBERET'S SPEECH

A. _____

B. _____

C. _____

MINI-SESSION _____ (Insert letter designating session you attended)

A. _____

B. _____

C. _____

CAREER EDUCATION AND THE GENERAL SCHOOL ADMINISTRATOR, Dr. Grant Venn

A. _____

B. _____

C. _____

REACTIONS AND QUESTIONS TO VENN'S SPEECH

A. _____

B. _____

C. _____

STEPHEN F. AUSTIN UNIVERSITY MODEL, Mrs. Leni Ayres

A. _____

B. _____

C. _____

DISCUSSION AND QUESTIONS OF AYRES' SPEECH

A. _____

B. _____

C. _____

3. Comments and/or recommendations:

Thank you!

ICCE SPRING WORKSHOP
The Inn at Otter Crest, Otter Rock, Oregon
April 21, 1977

PARTICIPANTS' EVALUATION FORM

1. For each of the following items, please complete three items:
   A. One thing I learned and will use
   B. One major strength
   C. One major weakness

EVALUATING THE EFFICACY OF CAREER EDUCATION, Dr. Lois-ellin Datta

A. _____

B. _____

C. _____

REACTIONS AND QUESTIONS TO DATTA'S SPEECH

A. _____

B. _____

C. _____

SMALL GROUP DISCUSSION _____ (Insert group you attended)

A. _____

B. _____

C. _____

2. Comments and/or recommendations:

_____

_____

_____

_____

_____

_____

Thank you!

APPENDIX E

PARTICIPANTS' EVALUATION

Statewide Staff Development Workshop
"Infusing Professional Education Courses with Career Education"
Willamette University, Salem, Oregon
December 2-3, 1976

Analysis of Responses on Evaluation Form and Summary

There were 100 participants in the December 2-3, 1976, Statewide Staff Development Workshop held at Willamette University as part of the planned activities of the Interinstitutional Consortium for Career Education (ICCE) Project. Forty-eight participants (48%) completed and returned Evaluation Forms which had been included in their workshop packets.

Seven of the eleven workshop hours were allocated to work sessions, with participants being divided into four groups depending upon their positions and interests:

Group I -- Social, Cultural and Psychological Foundations of Education
Group II - Instructional Methods and Materials in Reading and Language Arts
Group III - Instructional Methods and Materials in Social Studies
Group IV - Instructional Methods and Materials in Science and Health

Summaries of number of responses on the evaluation form to the four items in workshop objectives and to the ten items in workshop content and procedures are presented in this Appendix. There are five summaries --one for all workshop participants' responses and one for the responses of the participants' in each of the four work sessions.

Overall majority responses indicate that each of the four workshop objectives (infusion, institutional planning, awareness of sex role stereotyping, and reflecting that awareness in course development) were moderately relevant to their needs. Fewer participants felt sex role stereotyping was directly relevant to their needs than was the case with infusion and institutional planning. Majority responses indicate that participants perceived that each of the four objectives was attained. However, for each of the four objectives about one-fifth of the respondents felt the objective was not attained. Few (5 of 49 respondents) felt that the "infusion" objective was adequately attained. Considerably more respondents (13 of 15 respectively) felt that the "institutional planning" and "awareness of sex role stereotyping" objectives were adequately attained. Analysis of the majority responses by work session groups reveals no essential differences from the overall results described above, with the exception that Group II -- Instructional Methods and Materials in Reading and Language Arts received relatively more "adequately attained" and relatively fewer "not attained" responses on the "infusion" objective than the other groups.

The Participants' Evaluation Form sought participants' ratings on 10 items relative to workshop content and procedures. The overall mean rating on the 10 items was 5.65 on a 9.00 scale. The ratings given each of the items was as follows:

5.27	1.	New ways of viewing things
5.48	2.	Spoke to important changes
6.69	3.	Clear, understandable
5.53	4.	Ideas, skills, methods can be used "back home"
5.19	5.	Real "how to" help for my responsibilities
5.78	6.	Retained my interest
4.29	7.	Adequate time to practice skills
5.48	8.	Team leaders helpful
5.96	9.	Other participants helpful
6.79	10.	Personal, close; warm workshop climate

Majority ratings were 7.00 or 8.00 on the scale on each item with the exception of "adequate time to practice skills" where the majority rating was 5.00.

The third part of the Participants' Evaluation Form dealt with Follow Through. Substantive responses of participants to each of the four items in that part of the form are as follows:

1. What will you do when you return to your campus?

   A. About infusing career education materials and concepts into professional courses?

      1. Will increase time spent on concepts
      2. More emphasis on Career Information System (CIS)
      3. Infuse in one course that all students are required to take
      4. Continue infusing into professional education courses
      5. Use materials and ideas in class; discuss with department chairman ways for distribution to faculty
      6. Add units in career education to courses already scheduled
      7. Will infuse, as it is possible
      8. Continue adding material in the methods courses
      9. Continue to develop a learning packet which will meet the needs of my course
      10. Continue discussing career content with students in my methods course
      11. Recap this conference for introductory classes
      12. This area already being covered on our campus
      13. Include these in my courses
      14. Continue on our developmental schedule
      15. Implement in my methods course
      16. Continue infusion effects into a number of courses
      17. Develop a new course syllabi
      18. Continue to include in courses; add new concepts.
      19. Plan more on-campus workshops
      20. Rewrite syllabi
      21. Use provided materials and apply ideas
      22. Use activities to infuse career education into language arts

23. Meet with instructors to examine syllabi
24. Continue to work on infusing career education
25. Work on syllabi
26. Continue to work on problem
27. Incorporate a greated number of career education activities into methods, theory and practicum courses
28. Build a unit into course on minorities education, with women as minorities
29. Give more organized time to career education
30. Familiarize students with CIS
31. Revise syllabus for my course to include presentation, analysis and critique of career education materials and strategies
32. Give ICCE developed materials to my colleagues and ask them to use the suggested competencies to write their syllabi for next semester
33. Distribute my workshop notes to my colleagues
34. Some infusing
35. Use new approach to present concepts already a part of my course
36. I infuse already

The above vertabim responses exemplify the commitment levels of the Statewide Workshop participants. It can be noted that the thirty-six outcomes, 25 represent new or increased effect on infusion and 11 represent continued efforts -- suggesting that the workshops' purposes of stimulating new practices and maintaining present efforts are both being served.

B. About decreasing sex role stereotyping in career education personnel preparation?

1. Make specific provisions rather than assuming awareness
2. Reexamine course content
3. I have begun preparing a unit on this in my education course
4. Will try to eliminate it when I refer to career education
5. I have begun discussing this with students in my methods course
6. Use information in class on "Education and Minorities"
7. We have been researching this for four years
8. We're ahead of the Workshop on this
9. Develop material to make my students more aware
10. Infuse activities to increase awareness
11. Develop series of presentations to students
12. Use some of our own project funds in this area this year
13. Discuss in class
14. Incorporate examples and objectives discussed
15. Make college students aware
16. Work on syllabi
17. Build a unit into a course in minority education
18. Increase use of tools for determining sex stereotyping through texts and curricula
19. Continue to work in the area
20. Discuss with students in Foundations of Education
21. Stress its "elmination" in curriculum revision anticipated this year
22. Research on-going on our campus in this area

It seems significant that the "will do" statements listed in B above relative to decreasing sex role stereotyping are fewer in number and far less specific than the "will do" statements relative to infusion listed in A above. This may be due to at least two factors — the differing nature of the two workshop objectives ("doing" infusing vs. "becoming aware" of sex role stereotyping) and the relative amount of time spent in this and prior workshops on the two objectives.

C. About conducting institutional planning for career education personnel development?

1. Give more direct focus to activities
2. Introduce new staff to career education and urge them to plug it in
3. Continue long range program
4. Meet with other workshop participants
5. Will try to use my influence to do more on this
6. Work as a group to develop specific objectives which will not overlap
7. Continue planning activities, involving Educational Advisory Group
8. Continue association with campus planning committee
9. Continue planning at faculty level
10. Continue on our developmental schedule
11. Be a bit more involved
12. This in an on-going responsibility for me
13. Work with campus staff
14. Work with chairman
15. Work to implement career education campus wide
16. Start workshop plans
17. Implement plan already existing
18. Encourage dean and others to plan faculty programs
19. Participate more knowledgeably in the on-going activities in this area
20. Increase my participation through the Consortium
21. Continue to participate, but more knowledgeably
22. Meet with other education faculty to plan spring semester activities; consult with education faculty to achieve this year's goals
23. Make myself available if requested to help
24. Think, discuss, plan, write a grant
25. Continue planning already being done

The outcomes relative to institutional planning reflect commitment on the part of some participants to begin planning activities and on the part of others to continue to assist with on-going activities, as some say, more knowledgeably. A variety of approaches and strategies can be noted in the statements listed above, depending probably on the organization and influence structures on the various campuses and the types of approaches the participants have used with success in the past.

2. What assistance will you need in order to help you accomplish the above?

   a. From specialists Zola Dunbar (Portland State University), Marv Harmon (Oregon Department of Education) and Dan Grimes (Oregon Department of Education)

   b. Reassignments in our staff and some time
   c. People, grant money
   d. More balanced information about job liabilities as well as assets
   e. More "how to" programs, e.g., the program from Seattle
   f. Materials to give students on career education concepts
   g. Continued support
   h. Cooperative colleagues
   i. Financial, professional and emotional support
   j. Assistance of media center at my institution
   k. Continued direct contact with ICCE Project Director's office
   l. Funds for institutional planning
   m. Help from other faculty members
   n. More time to get material to put in operation in teaching
   o. Knowledge of others' infusion efforts and concerns
   p. Materials, time to discuss with other in department
   q. Time
   r. Continuing interaction with others involved in this effort
   s. Money for teacher training, especially for slide presentations like LaRae Glennon's
   t. Consultants to help infuse appropriate content into education courses
   u. Resource literature and data

The number and kinds of statements above suggest that few workshop participants responding had identified the specific kind of help, particularly technical assistance, they need. Perhaps more treatment of the subject of what assistance is available and how and where it can be obtained would be timely in future statewide and institutional staff development programs.

The fourth part of the Participants' Evaluation Form was General Comments. Review of comments made by the participants discloses various sentiments as follows:

1. Thought-provoking, challenging encounter in Group; questions were posed that need to be dealt with before career education will have much chance for "infusion" on university and college campuses.

2. Continue these activities and bring in academic discipline faculty.

3. Individual training needs assessments should be made to help preclude some participants' having to go through things repeatedly.

4. Include more practical suggestions for classroom teachers.

5. Enforce speakers' time limits.

6. Include more women in leadership positions in workshops and the Consortium

7. Team leaders need an outline or plan for running the discussion sessions.

8. More materials for the variety of teacher education courses.

9. Provide written summary material from small groups.

10. Going over same old ground -- import someone to share what's happening elsewhere and stimulate our thoughts

11. The "field trip" to the Agriculture Department was well handled.

12. The atmosphere for exploration of answers made this the best workshops I've attended.

13. The presenter of sex role stereotyping stereotyped her audience.

14. I believe career education is seeking a solution for a problem that does not exist in the manner described.

15. Allow more time for participants' interaction. Include business and industry and pre-college students.

16. More "hands-on" work sessions; involve troops more.

17. Need a foundation laid for the workshops -- at the beginning or even before they start; product of work sessions should be specified in advance.

18. Work session leaders more knowledgeable about career education in Oregon.

19. Opportunity to work with more than one group.

20. Appreciate the practical materials developed by the task forces.

21. I see a special interest group (career educators) in search of a discipline and a technology.

The comments listed above fall generally into three categories -- those expressing appreciation, those expressing philosophical views and those suggesting changes deemed helpful in improving a subsequent Statewide Staff Development activity. A pervading thread in the comments is a plea for more specificity and task orientation in actual course review and possible revision. A small, but vocal minority opinion exists among those participants who made general comments on the evaluation form. That opinion is that the career education concept is as yet ill-defined and no teacher preparation curriculum revision or development should occur until the underlying purposes and thrusts are clearly understood and generally agreed upon.

STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Master Summary

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I 16 II 16 III 8 IV 8

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT

A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses	22	23	3	5	33	10
2. Participants will be better able to contribute to institutional planning for career education personnel development	20	22	5	13	23	11
3. Participants will be more aware of sex role stereotyping problems in career education	14	22	10	15	19	10
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education	14	23	9	7	29	9

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1 6 2 4 3 2 4 1 5 6 6 9 7 16 8 3 9 1
   Restated what I knew — New ways of viewing things

2. 1 5 2 5 3 3 4 2 5 4 6 7 7 12 8 5 9 5
   Missed Important concerns — Spoke to important concerns

3. 1 2 2 2 3 4 3 5 6 6 3 7 8 8 17 9 7
   Hard to understand; full of "jargon" — Clear, understandable

4. 1 3 2 3 3 5 4 3 5 8 6 7 7 9 8 9 9 2
   Ideas, skills, methods I can't use "back home" — Ideas, skills, methods can be used "back home"

5. 1 6 2 1 3 5 4 6 5 5 6 7 7 8 8 7 9 2
   No "how to" help for my responsibilities — Real "how to" help for my responsibilities

6. 1 5 2 3 3 2 4 2 5 6 6 8 7 11 8 8 9 5
   Failed to retain my interest — Retained my interest

7. 1 7 2 3 3 10 4 5 5 8 6 2 7 3 8 6 9 1
   Inadequate time to practice skills — Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1 5 2 4 3 2 4 4 5 8 6 5 7 6 8 10 9 4
   Not helpful — Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1 4 2 1 3 4 4 1 5 5 6 8 7 7 8 14 9 2
   Not helpful — Very helpful

10. Rate the climate of the workshop.

    1 1 2 1 3 1 4 1 5 3 6 10 7 12 8 12 9 6
    Impersonal; distant, cold — Personal; close; warm

STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Group I Summary

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I __ II__ III__ IV__

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE
A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT
A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses	8	7	1	1	11	4
2. Participants will be better able to contribute to institutional planning for career education personnel development	11	4	1	4	7	4
3. Participants will be more aware of sex role stereotyping problems in career education	7	8	1	8	5	1
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education	8	7	1	4	10	1

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1 2 2 0 3 0 4 0 5 2 6 4 7 7 8 1 9 0
   Restated what I knew — New ways of viewing things

2. 1 2 2 1 3 0 4 1 5 2 6 2 7 3 8 2 9 2
   Missed Important concerns — Spoke to important concerns

3. 1 1 2 1 3 0 4 3 5 3 6 0 7 2 8 5 9 1
   Hard to understand; full of "jargon" — Clear, understandable

4. 1 1 2 1 3 1 4 1 5 4 6 3 7 3 8 2 9 0
   Ideas, skills, methods I can't use "back home" — Ideas, skills, methods can be used "back home"

5. 1 2 2 0 3 2 4 2 5 2 6 3 7 3 8 1 9 0
   No "how to" help for my responsibilities — Real "how to" help for my responsibilities

6. 1 1 2 0 3 1 4 0 5 2 6 2 7 4 8 2 9 4
   Failed to retain my interest — Retained my interest

7. 1 3 2 2 3 3 4 0 5 5 6 0 7 2 8 0 9 0
   Inadequate time to practice skills — Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1 1 2 2 3 0 4 1 5 3 6 3 7 1 8 4 9 1
   Not helpful — Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1 1 2 0 3 1 4 0 5 3 6 0 7 4 8 5 9 2
   Not helpful — Very helpful

10. Rate the climate of the workshop.

    1 0 2 0 3 0 4 0 5 2 6 2 7 6 8 3 9 3
    Impersonal; distant, cold — Personal; close; warm

STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Group II Summary

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I __ II__ III__ IV__

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT

A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses	8	8	-	3	10	3
2. Participants will be better able to contribute to institutional planning for career education personnel development	6	10	-	5	7	4
3. Participants will be more aware of sex role stereotyping problems in career education	5	7	4	3	6	5
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education	4	9	2	3	7	4

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1/ 2/ 3 4/ 5 3 6 2 7 5 8/ 9
   Restated what I knew — New ways of viewing things

2. 1/ 2 3 2 4 5/ 6 3 7 6 8 9 1
   Missed Important concerns — Spoke to important concerns

3. 1 2 3 4 5 2 6 2 7 3 8 3 9 4
   Hard to understand; full of "jargon" — Clear, understandable

4. 1 2 3/ 4 5 5 6 3 7 2 8 3 9 2
   Ideas, skills, methods I can't use "back home" — Ideas, skills, methods can be used "back home"

5. 1/ 2/ 3 2 4 2 5/ 6/ 7/ 8 4 9/
   No "how to" help for my responsibilities — Real "how to" help for my responsibilities

6. 1/ 2/ 3 4/ 5/ 6 3 7 4 8 3 9
   Failed to retain my interest — Retained my interest

7. 1/ 2 3 4 4 2 5/ 6/ 7 8 4 9/
   Inadequate time to practice skills — Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1 2 2/ 3 4 3 5 2 6/ 7 2 8 2 9/
   Not helpful — Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1 2 2 3 4/ 5/ 6 2 7/ 8 7 9
   Not helpful — Very helpful

10. Rate the climate of the workshop.

    1/ 2/ 3 4 5/ 6 4 7 8 4 9 3
    Impersonal; distant, cold — Personal; close; warm

STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Group III Summary

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I __ II__ III__ IV__

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT

A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses	3	4	1	–	6	2
2. Participants will be better able to contribute to institutional planning for career education personnel development	2	3	3	1	4	3
3. Participants will be more aware of sex role stereotyping problems in career education	2	1	4	2	2	3
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education	3	1	4	–	5	3

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1/ 2 2 3 4 5/ 6 3 7/ 8 9
   Restated what I knew — New ways of viewing things

2. 1/ 2 3 3/ 4 5 6/ 7/ 8/ 9
   Missed Important concerns — Spoke to important concerns

3. 1/ 2/ 3 4 5 6 7 2 8 4 9
   Hard to understand; full of "jargon" — Clear, understandable

4. 1/ 2/ 3 3 4 5 6/ 7 8 3 9
   Ideas, skills, methods I can't use "back home" — Ideas, skills, methods can be used "back home"

5. 1 2 2/ 3 4 5 6 2 7 8/ 9
   No "how to" help for my responsibilities — Real "how to" help for my responsibilities

6. 1 2 2 3 4/ 5 2 6/ 7 2 8 9
   Failed to retain my interest — Retained my interest

7. 1 2 2 3/ 4/ 5 2 6 7/ 8 9
   Inadequate time to practice skills — Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1 2 3 2 4 5/ 6 2 7/ 8/ 9
   Not helpful — Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1 2 3 3 4 5 6 2 7/ 8/ 9
   Not helpful — Very helpful

10. Rate the climate of the workshop.

    1 2 3/ 4 5 6 2 7 4 8/ 9
    Impersonal; distant, cold — Personal; close; warm

STATEWIDE WORKSHOP
FOR COLLEGE AND UNIVERSITY TEACHER EDUCATORS
IN CAREER EDUCATION

Group IV Summary

Willamette University
December 2-3, 1976

PARTICIPANT'S EVALUATION FORM

Please check work session group(s) you attended: I __ II__ III__ IV__

I. WORKSHOP OBJECTIVES
For each objective below, please indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant to my needs
B. Was moderately relevant
C. Was not relevant

ATTAINMENT

A. Was adequately attained
B. Was partially attained
C. Was not attained

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
1. Participants will be better able to infuse career education materials and concepts into professional education courses	4	3	1	1	7	—
2. Participants will be better able to contribute to institutional planning for career education personnel development	3	4	1	2	5	—
3. Participants will be more aware of sex role stereotyping problems in career education	1	5	2	3	4	1
4. Participants will be better able to develop professional education courses that present equitably both male and female roles in careers and career education	1	5	2	1	6	1

II. WORKSHOP CONTENT AND PROCEDURES

Please circle a number on the scale that represents your opinion on each of the following items. Kindly answer each question and avoid marking between numbers.

1. 1/ 2 3 2 4 5 6/ 7 3 8/ 9
   Restated what I knew — New ways of viewing things

2. 1/ 2 3 4 5 6 2 7 2 8 2 9/
   Missed Important concerns — Spoke to important concerns

3. 1 2 3 4 5 6 7 2 8 5 9/
   Hard to understand; full of "jargon" — Clear, understandable

4. 1 2/ 3 4 5/ 6/ 7 3 8 2 9
   Ideas, skills, methods I can't use "back home" — Ideas, skills, methods can be used "back home"

5. 1/ 2 3 4 5 6/ 7 4 8 2 9
   No "how to" help for my responsibilities — Real "how to" help for my responsibilities

6. 1/ 2 3 4 5 6 2 7 2 8 3 9
   Failed to retain my interest — Retained my interest

7. 1/ 2/ 3/ 4/ 5 2 6/ 7 8/ 9
   Inadequate time to practice skills — Adequate time to practice skills

8. In your opinion, were the team leaders helpful in assisting you to achieve the program objectives?

   1/ 2 3 4 5/ 6 7 2 8 3 9/
   Not helpful — Very Helpful

9. In your opinion, were the other participants in the workshop helpful in assisting you to achieve the program objectives?

   1/ 2 3 4 5/ 6 2 7 2 8 2 9
   Not helpful — Very helpful

10. Rate the climate of the workshop.

    1 2 3 4/ 5 6/ 7 2 8 4 9
    Impersonal; distant, cold — Personal; close; warm

APPENDIX F

PARTICIPANTS' EVALUATION
Career Education: Concept to Implementation in Higher Education
Inn at Otter Crest
April 20-21, 1977

Separate instruments were used for each of the two days of the workshop. Responses for each of the two days are summarized and analyzed below, followed by an overall summary for the entire workshop.

April 20, 1977

Of 87 persons participating, 51 (59%) completed and returned the Participants' Evaluation Form. On a scale of 1 to 9 with 1 as the low and 9 as the high, the mean rating given by the respondents relative to the level to which three objectives were achieved was 6. These objectives were:

- o More aware of the conceptual foundations of career education
- o More aware of career education implementation in higher education programs nationwide
- o Better able to infuse career education concepts into professional education courses and academic disciplines

The mean rating given by the respondents to the level to which the fourth workshop objective was achieved was 5. That objective was:

- o More aware of career education implementation in higher education programs in Oregon

The Participants' Evalaution Form invited comments and/or recommendations. The comments were generally positive about the format content and process of the workshop. The comments can be summarized in four composite statements -- two positive and two negative:

- o Good balance between the theoretical and the practical; the presenters were suitable cross-section of "intellectuals"
- o Generally fast moving workshop in a comfortable learning environment
- o Need to strengthen attention to implementation of infusion of career education in college and university courses
- o Need more process (at least discussion) and less lecture; there was some redundancy with previous workshops

Asked what they learned that they would use, the respondents mentioned the following ten things most often:

- o The need for career education
- o Clearer conceptual base for my teaching "how to" models
- o Plan of attack for infusion -- sequential in nature
- o Insights into systems, leadership and administrators values
- o Record keeping for speciifc student career education competencies
- o The notion that greater flexibility can enter the system
- o Not to tie career education necessarily to curing youth unemployment
- o Delegation of responsibility, within and outside of faculty
- o Need for community involvement, including having community representatives teach
- o Significance of the chief administrator's support

April 21, 1977

Of 87 persons participating, 57 (66%) completed and returned the Participants' Evalaution Form. The respondents mentioned most often the following the things they learned and will use:

- To work on establishing a credible evaluation instrument; set measureable standards
- Answers to some tough questions asked about career education
- To set criteria for failure as well as success
- How to incorporate basic skills into career education
- The use of unobstrusive measures
- Data need to include case studies and peoples' long-range life plans
- Ways to infuse and ideas for testing
- Specific pros and cons of career education, based on data
- The art of documentation
- "What we measure defines the program"

Asked for comments and/or recommendations, the respondents gave suggestions that may be summarized as follows:

- Recommend that Dr. Datta's presentation and data sources be sent to all consortium members
- A thorough presentation
- Dr. Datta's presentation will make an excellent basis for research in career education
- Have ICCE sponsor a two-day training session on evaluating career education -- bring in evaluation specialists and make this training the whole focus of the workshop
- Use Dr. Datta's ideas in a doctoral research seminar

The four workshop objectives were moderately well attained. The mean ratings of 6 on a 9-point scale on three objectives and 5 on one objective support this observation. The frequency of the ratings relative to each of the objectives form a normal bell-shaped profile with one to five responses at each extreme and the highest frequency at the mid point (5) on the scale.

The workshop participants were able to identify on each day of the workshop at least ten specific things they learned and will use.

There was a noticeable absence of participants at this workshop calling for "definitions" of career education. There seems to be general satisfaction now, among persons attending the ICCE workshops, about the conceptual base of career education and its potentials and limitations.

APPENDIX G
EVALUATION INSTRUMENT
"VIEWS TOWARD CAREER EDUCATION"

Fall, 1976
Students

	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
A.1 Citizen	44	5	213	39
Family Member	39	10	185	67
Leisure	39	10	177	75
Producer	37	12	186	66
Consumer	46	3	220	32
A.2	30	19	173	79
B.1 Self	49	0	244	10
Others	47	2	247	7
Environment	48	1	247	2
B.2	45	4	242	12
C.1	28	21	148	106
C.2 Grades K-5	20	27	148	106
Grades 6-8	36	11	208	46
Grades 9-12	44	3	246	8
Post Second.	37	9	207	47
C.3	35	14	184	67
D.1 Grades K-5	6	42	46	179
Grades 6-8	14	34	109	144
Grades 9-12	41	6	222	30
D.2	42	6	225	28
E.1	43	5	198	54
F.1	23	26	130	115
G.1	24	24	134	110
G.2	46	3	227	17

Fall, 1976
Students

	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
H.1	20	29	95	149
H.2	15	33	82	161
Part II A.1	20	29	109	110
A.2	38	11	166	50
B.1 Grades K-6	16	31	91	125
Grades 7-9	35	12	144	72
Grades 10-12	44	3	185	31
Post Second.	36	9	183	28
B.2	31	18	140	75
C.1	47	2	204	10
D.1	31	18	119	95
D.2	36	13	132	81
D.3	49	0	201	11

Fall, 1976
Student
Not Infused

DEFINITIONS OF CAREER EDUCATION:

To provide students with the opportunity to choose a career which will exist upon completion of school. Provide opportunities for development in career decision making.

Skills infused into a curriculum to provide students with basic learning that will aid them in finding and enjoying and keeping some type of career.

Career education I feel should be worked in which the regular course work.

Career education means giving students a questionnaire, feeding their answers into a computer having the computer tell the students where their talents seem to fall, and then having the students make a notebook on a career of their choice, among the choices the computer suggested career.

Methods to learn about professions of all kinds outside the school system.

Career education implies that the education and learning process are aimed at specific goals, e.g., to prepare the student for a particular career and to pursue a certain vocationa. But this is not the only role that needs to be considered in the school.

Career education is an ideological approach to teaching which incorporates present, future and proposed career descriptions in justifying, validating the use of certain materials and activities.

Career education is an opportunity for students to become aware of themselves, their capabilities, limitations and expectations and how they can find a place for themselves in a society as a working, contributing member.

Developing decision making skills awareness and self-knowledge (knowing own needs, wants, etc.) to facilitate effective use of time as an adult.

Informing students of career opportunities, their requirements and conditions, how to prepare for them, and how to obtain them.

Preparing a student for the outside world without neglecting those who are not career oriented.

Preparing future adults to be productive members of the future society -- as producers, consumers and family members and citizen.

Making students aware of their choices. Making faculty and students aware of their responsibilities in learning.

Potential goal setters upon which the school system rely.

Career education is the process of totally educating and preparing a student for a future career.

On-going developmental exploration of self, work and leisure activities and interpersonal relations.

Making students aware of what careers are available and what steps need to be taken to obtain that job or qualification for careers.

Primarily the teaching of survival skills with subsequent exposure to career groups and resource organizations.

Career education is the area involving becoming aware of career opportunities, necessary skills for careers, analyzing strengths and weaknesses of self in relation to careers, and making decisions about own career options.

Letting a person know what's available and what training they will need to work in the area they select.

Education oriented toward a specific field, vocation or profession which will qualify a student for employment in that area.

Preparing oneself with fundamental concepts which can be applied in specific areas to solve problems and create new ideas.

Educating oneself in a specific field.

To have access to the understanding of career possibilities. To be able to deal with it in a practical as well as theoretical sense.

Finding a job that you like and learn to do it efficiently.

Teaching and preparing the students to go out in the world.

Freedom for one choose own path though it would be nice to have a lot of information given to students along the way and opportunities to try things.

As long as they teach realities of the job market and not just stereotyped generalized jobs, career education can be valuable experience. Emphasis on experience.

Nothing should be forced. It should be open not closed to the students who should be able to survey the programs making his choices.

School should be the nucleus of the community.

To inform students of possible areas of careers.

The ability of the school to prepare the student for the needs of later life, specifically financial. This would involve helping him find what would be most fulfilling for his own needs.

Preparing the student with a knowledge of the labor market and business world, the impact of these entities may have on his or her life, and training students in general skills which can be transferred between occupations.

Giving a student a broad range of knowledge and skills needed to find and work towards a career goal.

The ability to learn about a possible future in a particular area. Through businesses, community projects, etc. To find a person's capabilities in a certain area.

Proper training experiences which lead to a livelihood.

Career education is that is which an individual is taught a broad curriculum of basics for living successfully and also in preparing for a specific occupation of his/her own choosing.

Career Education should be a process by which all students, having reached the age of accountability, or that time when they know what they want from life, should have the opportunity to observe, learn and experiment with the careers of their choice. Only in this way will students find what they want. He must not be influenced by outside forces and must be free to do as he feels he should -- to make his life productive and meaningful to him.

It is the course of learning about a noteworthy activity or pursuit that eventually to a persons liking becomes his occupation.

Students should be informed about career opportunities in their field, and the school should help to provide this information, or tell the students how to obtain the information.

Career education is finding out student abilities, skills and interests. Providing the subject matter and information for many alternative careers and life styles and helping the student arrange the specific opportunities and procedures to obtain his chosen careers.

Is an opportunity for students to become aware of professions, jobs, etc. and to be able to determine which one interest them the most. A sort of preview picture before getting into the whole thing.

Teaching you areas where your talents, abilities and interests can be used in a career. Finding your talents, abilities vs. interests.

Career education is learning what career you might be interested in and meeting those needs.

A class that helps students find the profession they best fit into, help locate jobs and adjust to situations in the job.

Career education is to give students' a better understanding of the jobs available and the skills and abilities required for these jobs.

Career education is the field in which a student can learn and experience different fields of his interest and ability.

Teaching students about different career opportunities and hleping them with their careers.

I feel that preparation for a career shouldn't be drilled into a student early in life. Believe it or not, this may turn someone off from wanting to get out of school and start being part of the "system". 11th or 12th grade students should become aware of the necessities in becoming or making a career for themselves. A student should be given the option while he is still young to try a variety of different things and not just have the school completely geared to careers.

Provision of information and some preliminary experiences to allow persons to decide for themselves what to do with the career part of their lives.

The learning of your future life style and wage earnings. The education in which your career is determined thru interactions and learning.

Career education refers to that portion of your educational experiences that will help you in choosing and pursuing a career. It should be used to spur interest rather than channel it.

Career education is the preparation of students and faculties to better prepare themselves to cope with the society in which we live in.

Allowing the wanting students to know -- be aware of career opportunities in his field of interest other fields and alternatives to the 9-5 work day. Showing them ways to get jobs, how one should act, how to make a job more interesting by attitude frame of mind. Ways of getting around the "mean boss" and just helping students get a job -- career he/she will really like.

Learning in the direction of a pre-established occupation.

Career education should only generally influence K-6. Career education entitles the student to be fully informed on today's job market. I feel it should not influence a student but only serve to inform him or her about a particular job.

Show the students that there is a lot of different fields. Help them make a decision on what field they would like to go into. Make it so they can change their mind.

The preparation of a person throughout like for a responsible position in our society.

To develop the abilities to find and keep a job in a given field.

My definition of career education is making the student aware of the careers available to him and how to find them.

Education so designed to facilitate the transition from student to workers as advantageously as possible.

Making students aware of themselves, others and the different possibilities of later jobs. They should also be made aware of what these jobs entail as far as experiences needed, time involved, money possibilities, etc.

Career education is hope leading to a vision. It is the touch stone upon which the future is to be built. It is the birthplace of ideals and Carl Schurz writes, "ideals are like the stars" we might never reach them but we chart our course by them.

Developing self-concept and self-awareness in relationship to one's interests, goals and career in relation to others around him, and society.

The study of the total community others and self as they relate and intermingle with one another to attain maximum productivity and satisfaction.

Opportunities which make it possible for the student to study and experience a wide variety of possible vocations free of any casting commitment to them.

During young age awareness of work responsibility and general understanding of different kinds of jobs. Middle years beginning of skill training work relations, responsibility and civic-personal-family, etc. some on the job for those inclined. Not mandatory.

This would be an education designed to make the students aware of what is immoral and moral in our society and how they can survive without selling themselves or conforming in order to survive. They should be informed to how society can cheat them of their full potential and maybe they will try to change it.

Teaching the student to be aware of the different types of jobs open to him.

Helping students discover what they want, need and can achieve. Helping them discover different work areas. Helping them learn how to find a job, hold a job, acquire training, giving opportunities to actually acquiring training and/or experience. Helping students clarify own philosophy, values, relating to career/vocational experience.

Career education involves a large realm of topics. I believe career education should begin at the primary level creating an awareness of self anf self interests and skills. More advanced grade levels should provide opportunities for students to actually go out into business to observe, volunteer and work. High school should provide the opportunity to gain credit for working.

Career education is educating students from K-12 and above if needed, those factors that are necessary to help you live and work in a community and enjoy what you are doing.

Optional class to give information and experiences for credit.

The process of orienting students to the reality of their future role in society through many experiences in self awareness, responsibility and career opportunity.

Career education is the availability of information from various occupations, plus the opportunity to get involved with specific ones of which a student is interested.

The education of students through viewing, reading and experiencing of certain careers of students choice.

Career education should definitely have a place in our middle schools and high schools. Career ed is giving students an opportunity to look at many different job areas and once they have decided upon a certain area, it will give them basic skills and knowledge needed to perform this job.

Career education is having the needed knowledge for choosing and succeed in a career which will be an asset to everyone.

Career education is a subject matter area that exposes students of all ages to a broad variety of occupations to help them make future career choices.

Career education: the use of the public school as a tool for training tomorrow's work force as well as tomorrow's intellectuals.

Career education is a new band wagon program that people are jumping on. It's tryhing to make a big deal out of the old objective of being aware of yourself and the world around you and what you want to do with your life.

Education is to develop people and make them aware of their potential. It is also to educate and made them aware of their responsibilities to the family and the community.

I feel that career education is exposing the student in each class that is taught the relationship of the subject to the scope of careers avaiable.

Career education means education which will enable a person to enter a job market with competency suitable for that community.

Assisting the students to discover themselves and the world of work so that they may become well adjusted participants in society.

It is educating a student for his future. What he or she planned for his future.

Education about various jobs one might choose, the alternatives to working and the basic unequal structure of our economic system and how it affects holders of various jobs.

A program designed to expose and inform students as to the availability and need in certain jobs and professional areas.

Career education is giving students awareness of what different jobs in the different fields are and a chance to try each field that they are interested in to see if they want to make a career out of it.

Educating students in the practical applicable areas of their lives in which they are interested and fell they will be entering.

Allows students to find out about different careers and work in depth with those which interest him. May choose to specialize and train for one -- but only after trying out others that he wants. Student is not channeled against will.

Preparation for a job. Dehumanizing: brainwashing designed to produce well-adjusted flunkies to seve the greedy interests of the ruling class.

Career education is work with the students as an early age, to begin to think and learn about possible career fields and work toward choosing an occupation through experimenting, explaining and testing.

Career education deals with making students aware of the options open to them as members of our society. It should disseminate information and not be used to pressure students into decision making on their life's work.

Career education means an instructional process that develops and exposes the student to various professional skills that may be directed to future employment.

Awareness, exploration and experience in various fields to be made available to the student, but I feel there is a danger in directing the goals of all subjects and discipliners totally toward career preparation.

Allowing all students a certain grade level a change to be exposed to any or all phases of the nations working force.

Career education is informing prospective people moving to the working class of all the possibilities of employment. Requirements for that employment, and what that certain field entails.

That education which is a primary ogal seeks to prepare students for that career of their choosing.

Preparing the student for being able to find work that both pleases him and benefits him to the best degree as can be attained. The school system is the best fit to make such necessary environment.

Showing a student a variety available. Letting him choose his own interests them showing him how to attain and what responsibilities he must assume.

Education dealing with making an individual aware of and prepared for the basic necessities dealing with careers.

Educating students to all the opportunities available in career fields, occupations which may or may not require education in the academic sense.

Career education is where you show students what types of jobs available and give enough classes to deal with many of the jobs beginning requirements.

The student learns a profession but also receives education in other areas so that he may be well rounded. The student should be able to do other things besides his career.

Mostly this is an awareness of self, needs, desires, limitations, abilities and potentials coupled with specific knowledge about particular careers of interest as to find one's best niche in life.

Career education at all levels should be concerned primarily with making students aware of job field, their skills needed, the job outlook and with helping the student come up with some kind of idea of what he could realistically do and enjoy doing for the rest of his life.

Career education is great and the opportunity should exist for all -- but there is danger of the school's becoming too career-oriented and too personally involved in the life of students. Ideally, the school should teach the traditional subjects without interpretation and should provide ample career education for those who desire it.

Letting the students become aware of the opportunities and requirements for their future careers. This should be secondary to the essential curriculum, although itself is important for pre-high school graduation.

Career education is a process whereby a student is guided into a working area of his choice. He should aslo bave a basic knowledge of the arts along with all of the basic knowledge of his/her career.

The aim of education should teach rather how to think, than what to think. Let the students know that there's more than book knowledge that meets the real world and try their hand at everyday happiness.

Helping the students decide what he wants to gain out of life and decide what type of employment he is interested in.

Career education is making the students aware of what careers are available to them. The public schools main responsibility should be to educate the students rather than just train them for a job.

Career education is important but only after the basic skills are learned. The student must be able to think for himself. These skills I feel are the best career education and essential learning can offer.

Making available to the students, opportunities to research, to have on the job training, and to have classes develop skills, and to provide counseling and advice. Help the student make his choice and act on it.

I believe that we as individuals have a responsibility to involve ourselves in developing programs to involve career opportunities.

Career education should be inclusive which does relate education to all parts of daily living without sacrificing any standards or techniques of education.

Career awareness very important for a student to develop ideas of jobs outside of school life.

Career education is teaching with a great deal of success if its not successful then its not career education.

Career education is an awareness of possible vocations, etc. communicated to students in the best way possible.

To have students not only be aware of the producer and consumer economic system but apply this knowledge to the career that will someday best suit their interests, desires and needs.

A pile of crap!

Means of assisting students to identify their future goals in areas of work, leisure recreation as well as to identify values, improve self-concept.

Career education is a system of teaching students how to move into the adult community as happy productive persons, fulfilling the life roles they are most comfortable with.

Career education is a study of the possible placements in career jobs and to be able to be exposed to different jobs and careers of the childs choice.

An awareness of opportunities, skills, training, security, social impact, etc., of jobs present and future without sexism as part of the perspective. Also an awareness of the effect different jobs have on family life, mobility, advancement, etc.

Career education involves a process of continuing self discovery and self awareness and being able to relate knowledge of self with knowledge with different careers.

Self awareness and what is offered in the world of jobs and working careers.

I think this should be a place where the student can come to a coom to find out about career education and employment if they want or need too.

Study of various skills necessary for a career. By skills I mean not only skills necessary for a particular career, e.g., typing, but overall personal skills, e.g., interviewing skills. Career education is also the study of the available careers.

Preparing students for a career. To expose them to a large amount of jobs available and what jobs consist of and wehre there are demands.

Being educated in the various vocational and professional fields. Demonstrating through every kind of mdeia how important each and every career is -- making students aware of their own capabilities.

Career education is the development of peoples self understanding and awareness to make them affective members of the society.

Career education is part of the educational program. The education system must provide insight, exploration and preparation in life roles.

The study of self and others in job roles, skills, feelings and emotions and the inter-relatedness of these areas.

Exposure to what careers are functioning in the community, what training is necessary to fit the bill.

Career education is a basic understanding of career clusters accompanied by various methodologies for helping children to become aware of what these clusters are and how they work.

Career education is a total involvement in developing awareness of personal potential for future living in all students.

Exposing students to different types of careers so they are aware of all the possibilities that are open to them when thinking of job placement.

The study of how to make career choices based on knowledge of your own person and your environment.

Career education should not necessarily train a student for a career, but make him aware of the possibilities and opportunities available. Public education should help the student decide what he wants to go into as a career.

Career education should be a course of study conducted from kindergarten through college to help the individaul discover his/her future career and help him/her work towards achieving that goal.

Career education is an awareness of all facets of job opportunities feasible, awarness of the personal traits needes to attain success in personal choice of employemnt, and a good network on yourself as seen to be, others in the job market.

Fall, 1976
Student
Infused

DEFINITIONS OF CAREER EDUCATION:

Providing maximum exposure to possibilities for future employment - knowing where to look and what to look for.

Career Education should be the development that the individual has something (special skills, talents) to offer other people in exchange for their special talents.

Career Education is studing the future. Students at various ages can become aware of the surrounding environment and what actually goes on. Career Education can do this plus give a direction to the future outside of the classroom.

Career Education is the combination of making students aware of potential in careers and the responsibilities involved. It is showing the possibilities to the students so he may choose.

Bunk

Career Education is education which opens or exposes the student to the realm of possibilities in the development of skills, jobs, etc.

I feel career education is an exposure in several fields, intended to give a student a good idea about what he may be interested in. It should provide opportunity for more advanced development in 1 or 2 fields of his or her particular interest.

Career Education should prepare a young person to understand the world of work, seek his own place in it, and acquire some basic skills to aid his progress.

Is allowing students the opportunity to explore and become aware of jobs and most important finding a job suited for them.

Career Education is providing students the opportunity to view and investigate careers available to them.

Education towards potential careers which might be of interest to the child - to include skills necessary to fulfill a particular job it required.

An awareness of the various jobs in community.

Career Education: The awareness of all or at least most of the different areas of employment.

Helping a student understand and select careers that interest them. Help get students jobs in an area that they are interested in however, not all student jobs should be unpaid free-labor for businesses.

The ability to learn what is available for you as an individual about what jobs are available in what areas you are interested.

Career Education is a lifelong activity which should help a person to become aware of himself, help him to define his goals, and inform him of opportunities for different types of careers.

Help people to understand themselves and what work is best suited for them.

...is the introduction and instruction of numerous job opportunities to students so they have an idea of what kind of positions are open in the job market and what skills are necessary to qualify.

Career Education is a learning process set up by a society in which students (and/or adults) use this method to guide their learning talents to what ever suits them best.

Career Education is the studying of a certain subject or many subjects in order to choose a beneficial and appropriate career.

Is an effort to make young people aware of the various careers open to them. It should instill in them a working knowledge of the requirements necessary for a particular field of work and should allow a student to investigate his options under guidance as realistically as possible while not infringing upon the basic necessary skills required in other life roles.

Career Education should be based on experience gained through actual participation in a particular field of work. There should be ample opportunities for the students work in their chosen area.

Career Education is the aspect of education that prepares the student to meet the demands of a complex and changing society. Thus, it is more than the skills required to do a particular job; it should also involve the skills necessary to make a success of one's life, such as the skill of adaptation to a changing society.

Educating oneself by means of school to the possibility of a choice for a career.

Career Education is the study of the future in relation to what work goal one may pursue to sustain himself, both mentally and physically.

The whole process a person undergoes his whole life dealing with how he choses to make a living.

Career Education should be an underlying element of general education, in which the student is made aware of the world of work, introduced to specific areas, allowed to experiment in different fields and given assistance in narrowing down his skills and interests. Career Education is definitely important, but it should not become more important than the learning of basic skills ie. reading, writing and arithmetic.

All students at an appropriate age should be aware of career education and how it can work for them. Many students will find it a big help in deciding their future which is what is designed for.

Student should have awareness of Career Education options open to him or her. But the basics of reading, writing, arithmetic should not be overlooked.

Career Education is a continual learning experience throughout your years of school whereby the student is made better able to make an accurate career decision.

If you are interested in a field, I considered it a career.

That part of the curriculum which concentrates on preparing students for future jobs, whether they go on to college, vocational training, or a specific job field. Comment: Too much emphasis on jobs is placed in the lowest grades (K-5)

Career Education is something that should begin in the home as well as school. It should make the student aware of many different job and career possibilities but never dictate what a student must do.

My definition of Career Education would be teaching the students, making them aware of the opportunities that await them once they graduate. The community colleges and trade schools can't do it all. I think the high school and junior high school should be a part of it too.

Career Education is to help students acquire the needed skills and work habits to successfully gain entry into the job market and to be made aware of all the various job possibilities for which each individual can assess his or her own skills to the job they feel they can accomplish.

A series of learning experiences which prepares student for future occupational role.

Career Education to me is the understanding of many jobs in the community as the student goes to school. Then as a freshman, given a choice to have some "hands-on" experiences. But don't lump all students into this.

Make students aware of jobs - possibilities for future employment and what these jobs are about.

Learning about careers; and learning about self. Finding out which career would be suited for one self.

To inform, perhaps even stimulate options of careers to the student from which a later profession choice can be made

Education of the student developing an awareness and exploration of the various careers open to him. The student should be given enough information about the careers that he is equipped to make his own choice based on his personal goals.

All those factors which go on around a person which manipulate and mold him toward a career. Whether it be the influence of friends, teachers, parents, employers, etc. or school classes.

EVALUATION INSTRUMENT
"VIEWS TOWARD CAREER EDUCATION"

Fall, 1976
Faculty

	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
A.1 Citizen	10	1	30	3
Family Member	10	1	32	1
Leisure	9	2	29	5
Producer	9	2	29	5
Consumer	10	1	30	4
A.2	6	5	18	16
B.1 Self	11	0	34	0
Others	11	0	34	0
Environment	11	0	34	0
B.2	11	0	30	4
C.1	5	6	15	19
C.2 Grades K-5	7	4	17	17
Grades 6-8	11	0	23	11
Grades 9-12	11	0	30	4
Post Second.	8	3	27	7
C.3	10	1	26	8
D.1 Grades K-5	2	9	3	31
Grades 6-8	3	8	9	24
Grades 9-12	10	1	26	8
D.2	11	0	30	3
E.1	7	4	28	6
F.1	5	6	12	22
G.1	9	2	25	8
G.2	11	0	29	6
H.1	3	8	14	20
H.2	6	5	19	15

Fall, 1976
Faculty

Part II	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
A.1	7	4	18	16
A.2	5	6	26	8
B.1 Grades K-6	6	5	16	17
Grades 7-9	10	1	22	11
Grades 10-12	11	0	29	4
Post Second.	9	2	25	7
B.2	5	6	22	12
C.1	9	2	33	1
D.1	7	4	24	11
D.2	9	1	22	6
D.3	10	1	30	2

Fall, 1976
Faculty - Infused

DEFINITIONS OF CAREER EDUCATION:

The process of identifying life roles, exploring capabilities and interests, and making choices based upon rational decisions.

Career Education is the preparation for the next steps in a person's life. It is providing information about self and the world of work as a data base for wise decision making in the producer role.

Career education involves counselor, teachers, students and the community and should be a process in which all the above are aware of their own roles and each other's roles with reference to work and personal satisfaction.

Becomes a game of words at elementary education level -- should be focused upon self-awareness, self acceptance, decision making -- limited application.

Education that helps kids (prepares students) lead a more productive and personally satisfying life.

Making students aware of career opportunities and what each entails in way of preparation, future advancement, etc. Primarily vocational, but also more inclusive -- lifestyle, work habits, etc.

Preparation for life, liberty, and the pursuit of happiness. Deals with responsibility to self and to others.

Career Education means that living to our greatest potential today is the best preparation for our future.

Awareness in self and world of work and the interface between the two.

Preparation for life.

Total education to include experiences and knowledges to prepare for living as a family, as a citizen, with leisure, and as a producer and consumer.

Fall, 1976
Faculty - Not Infused

DEFINITIONS OF CAREER EDUCATION:

To familiarize the student with career possibilities in all phases of employment. There must be a willingness on the part of the student to want to learn about career education.

Career education is the whole array of studies and experiences which serves to prepare students to cope with the every changing requirements of maintaining themselves as viable workers in the career of their choices.

That part of education which directly or indirectly relates to the reality of work, the conditions of work, and the preparation to after the working world.

Career education is that education which prepares the student for employment upon completion of his course of study whether at the secondary or the college level.

To enable the student to become a producer as well as a consumer.

Education which relates theory and practice to all of the various life roles that a person must participate it within out society.

Career education is the total preparation of the student for the world of work. This preparation starts in the home, is formalized in schools and continues through life. The home, business, the professional and the industrial worlds combine to form an informal classroom which supports and compliments the formal classroom.

Learning all about all job situations.

Teaching towards needs of occupational careers. Use of practical application examples in classroom work.

An attempt to help the students recognize an area of interest, that might be persued with more rigor, to enable them to attain their personal goals.

A process of learning about self in relation to society in terms of work, and family.

Career education is a process by which students become aware of various careers (not just vocations) and assisted to prepare for and plan for those careers.

The process that presents information at appropriate age levels to help individuals become aware of the intracacies of career decisions -- from self-awareness age 6 to shifting gear at age 50. It is also somewhat of a federal boondagle.

This seems like an exercise in "rubber stamping" something that is already a hoped for outcome.

Career education is a curricular focus to make all general education relevant to students relating course work and learning activities to life roles current and anticipated by the student.

Courses or clusters of courses designed to develop knowledge of and skill in a specific occupation/vocation/profession.

Career education is the personal becoming of awareness of what purpose and actions I will seek with the time to my life.

Career education in appropriate ways relates curriculum and extra-curricular activities to job-related skills and career clusters withint the reach of the students.

Education that is geared to preparing the student for a career and/or introducing him to various careers.

Career education to me means preparation to interact with a changing role society and an awareness of skills and talents that allow considerable flexibility in career choice throughout an individual's lifetime.

Gaining competencies to make career choices from realistic alternatives and recongizing the responsibility of each member of society to contribute to welfare of that society through society useful and personally fulfilling work.

Career education should develop in the individual a personal awareness of their capabilities and skills and their relationship to future work and career possibilities.

A process of continued awareness of self, others, and the work world to effective appropriate life and decision making which enhances personal satisfaction and productivity.

That segment of education which allows the person (student) to relate his learnings to his work whether she be a student, a doctor or a teacher's aide.

Program to offer students the knowledge, work habits and entry skills for selected careers.

Career eudcation is an attempt to promote self awareness, career information and decision making skills into the school curriculum K-12.

EVALUATION INSTRUMENT
"VIEWS TOWARD CAREER EDUCATION"

Spring, 1977
Students

		INFUSED		NOT INFUSED	
		Agree	Disagree	Agree	Disagree
A.1	Citizen	61	3	159	21
	Family Member	50	14	144	35
	Leisure	40	22	116	60
	Producer	52	12	128	51
	Consumer	60	5	147	32
A.2		55	9	131	51
B.1	Self	64	1	180	3
	Others	63	2	181	2
	Environment	64	0	181	2
B.2		63	1	173	10
C.1		26	40	100	81
C.2	Grades K-5	32	31	104	77
	Grades 6-8	44	16	134	47
	Grades 9-12	58	5	167	15
	Post Second.	55	8	151	29
C.3		53	12	125	56
D.1	Grades K-5	10	54	26	152
	Grades 6-8	24	41	67	115
	Grades 9-12	63	2	158	26
D.2		57	6	146	36
E.1		62	4	142	39
F.1		33	32	95	81
G.1		41	21	16	72
G.2		63	2	159	21
H.1		27	37	56	125
H.2		32	39	59	122

Spring, 1977
Students

Part I (cont'd)	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
A.1	38	27	94	86
A.2	54	11	141	40
B.1 Grades K-6	22	41	80	99
Grades 7-9	43	24	123	46
Grades 10-12	56	6	159	22
Post Second.	60	5	156	25
B.2	50	13	114	67
C.1	61	2	165	13
D.1	43	22	97	82
D.2	44	18	103	74
D.3	61	1	169	9

Spring, 1977
Students

Part II	Infused	Not Infused
A.1	27	63
A.2	27	51
A.3	21	31
A.4	16	14
A.5	37	79
A.6	51	118
A.7	11	19
A.8	16	27
A.9	11	18
A.10	8	29
B.1	49	128
B.2	48	106
B.3	51	116
B.4	29	72
B.5	37	69
B.6	2	9
C.1	3	18
C.2	3	0
C.3	6	55
C.4	21	43
C.5	31	65
C.6	18	36
C.7	9	32
D.1	24	46
D.2	12	21
D.3	29	54
D.4	44	82
D.5	1	13

	Infused	Not Infused
E.1	14	58
E.2	2	10
E.3	15	25
E.4	14	16
E.5	22	55
E.6	7	16
E.7	13	18
F. More	43	95
Less	12	48
G.1	3	28
G.2	38	89
G.3	37	84
G.4	11	38
G.5	40	78

EVALUATION INSTRUMENT
"VIEWS TOWARD CAREER EDUCATION"

Spring, 1977
Faculty

	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
A.1 Citizen	12	2	34	3
Family Member	11	3	28	9
Leisure	11	3	29	8
Producer	11	3	30	7
Consumer	12	2	31	6
A.2	11	2	21	16
B.1 Self	14	0	35	2
Others	14	0	37	0
Environment	14	0	35	2
B.2	14	0	37	0
C.1	2	12	21	16
C.2 Grades K-5	10	4	20	15
Grades 6-8	13	1	27	10
Grades 9-12	14	0	35	1
Post Second.	14	0	33	3
C.3	11	4	31	6
D.1 Grades K-5	2	12	3	33
Grades 6-8	7	7	13	18
Grades 9-12	10	3	35	2
D.2	11	3	36	0
E.1	10	4	33	4
F.1	7	7	16	22
G.1	11	3	27	10
G.2	13	1	34	3
H.1	7	7	24	13
H.2	7	7	15	22

Spring, 1977
Faculty

Part (cont'd)	INFUSED		NOT INFUSED	
	Agree	Disagree	Agree	Disagree
I.1	8	6	23	14
I.2	9	5	25	12
J.1 Grades K-6	10	4	18	18
Grades 7-9	13	1	25	12
Grades 10-12	14	0	30	7
Post Second.	14	0	30	7
J.2	5	9	25	11
K.1	14	0	36	1
L.1	12	2	35	2
L.2	13	1	28	9
L.3	13	1	35	2

Spring, 1977
Faculty

Part III

	Infused	Not Infused
C.1	10	8
C.2	8	35
C.3	12	31
C.4	9	41
C.5	10	34
C.6	9	31
C.7	4	34
C.8	1	17
D.1	4	7
D.2	11	20
D.3	2	28
D.4	5	8
D.5	5	14
D.6	0	0
E.1	1	1
E.2 More	10	35
Less	0	0
E.3 More	4	20
Less	0	0
E.4 More	9	25
Less	0	0
E.5 More	13	35
Less	0	0
F.1	0	0
F.2	11	38
F.3	2	3

	Infused	Not Infused
G.1	0	3
G.2	5	15
G.3	10	22
G.4	2	14
G.5	0	5
H.1	2	9
H.2	1	4
H.3	2	10
H.4	8	26

Spring, 1977
Faculty
Infused

A. HOW HAVE YOU LEARNED AND GENERALLY WHAT HAVE YOU LEARNED ABOUT THE WORLD OF WORK?

Both -- I am a teacher and I'm goddam tired of [illegible]ng viewed as outside "the world of work".

Have learned much about the availability of community resources in Portland through IPAR and the services that groups provide to elementary and secondary schools. I have learned that many teachers both elementary and secondary and in higher education have had a wealth of work experiences, much more than I have previously imagined.

Work.

I have learned about the world of work through experiences and materials as well as exploration through interviews and discussions with many professionals.

Life experiences.

Materials from SDE, career education study groups, workshops and personal experiences.

Probably learned far more through actual practice than through career education infusion.

Personal experiences.

By exposure to individuals who have given conferences dealing with the world of work and how the material covered can fit into my classes.

From observations, experiences, reading, talking and taking courses.

B. ARE YOU LEARNING HOW TO TEACH ABOUT THE WORLD OF WORK?

All our education classes.

I'm doing most of my work in the Foundations of Education class through the needlesort and CIS system as well as discussions with students in class about the importance of career education.

Art methods has a module which stresses the visual arts in modern society as well as discoverning the many professions requiring skills developed through art activities.

View self as minor expert.

Student teaching and elementary block.

In social science methods classes, I have used the CIS and have led classes through those skills dealing with group process, games and simulations and decision making.

Spring, 1977
Faculty
Not Infused

A. HOW HAVE YOU LEARNED AND GENERALLY WHAT HAVE YOU LEARNED ABOUT THE WORLD OF WORK?

Twenty years full time work experience before beginning to teach. Summer work experiences, industrial visitations and factory schools on continuing schedule.

I have learned about the world of work from working. Teaching is work.

Personal work experiences some career education classes.

Nothing in classes. All I know I learned because I had on-the-job experiences or because I reflected critically in those experiences.

Primarily through work experiences.

"The World of Work" is a creation I have a tough time with I have always assumed its existence; consequently, to find it spoken as a novelty surprises me.

Visitation to business and industrial situations, summer jobs with industrial firm.

I am presenting a class on attitudes toward work through U.S. History. It has aided in my articulation of my views in relation to work attitudes.

Materials used and direct contact with public schools and governmental agencies.

Through working!

Personal experience, attendance at ICCE sponsored activities, through college career education activities.

Personal work experience -- in cognitive, affective and physical arenas also in terms of data, people and things experiences, readings; processing of self and others in terms of awareness, choice and action, integration of work with life styles rather than separation of work from the rest of life observations.

Career education courses, vocational education courses at Cal State University at L.A.

Learned mostly through travel and experiences outside the classroom.

Public school teaching, contest teaching, industrial visitations.

Through personal research, I have a file of work options in my specialization--available for students use.

Via reading, via experiences, and interviews with employees.

Spring, 1977
Faculty
Not Infused

B. ARE YOU LEARNING HOW TO TEACH ABOUT THE WORLD OF WORK?

More by attending meetings and conferences.

In class, guest speakers and student projects have helped us learn about professions and changes in professions and other types of employment.

Workshops on career education.

Our methods calss for foreign language teachers goes into the work of an foreign language teacher. In other classes I counsel individual students on different possibilities.

I try to help students become aware of career potential in all my classes.

Introduction to teaching and career education .

We don't have any classes about the world of work for faculty. Campus and ICCE activities are assisting faculty.

Social foundations, special methods in social studies, and cultural foundations.

I am doing my own research.

I try to implement some practical considerations into my courses. Any teacher inculcates values and neatness, order and timeliness and so on.

Student teaching seminar -- field experiences.